DOCUMENT RESUME

ED 068 459 SP 005 920

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|---|---|
| AUTHOR | Lundblad, Helen; Smith, Carl B. |
| TITLE | Tutor Trainers Handbook. |
| INSTITUTION | National Reading Center Foundation, Washington, D.C. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| NOTE | 64p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Educational Programs; Primary Education; *Primary Grades; *Reading Instruction; *Reading Skills; *Tutorial Programs; Tutoring |

ABSTRACT

This guide is an aid to trainers of tutors who will work with primary grade children in reading tasks. There are 12 units contained in this program: the tutor's role, human relations, giving an interest inventory, setting instructional objectives, assessing reading difficulty, the lesson plan, evaluation of student success, reading instruction practice, prereading and language experience activities, and questioning in the content areas. Each unit contains an introduction, statement of objectives, outline and summary of topics, discussion questions, and evaluation instruments. Provision is made for tutor self-evaluation. (Related document is SP 005 921.) (Author/MJM)

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# TUTOR TRAINERS HANDBOOK

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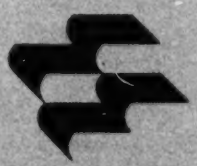

NATIONAL READING CENTER

SP 005 920

The tutor training materials were designed by Dr. William Furlong of the National Reading Center. These materials were prepared for the Center through a contract with Dr. Leo C. Fay, Dr. J. Laffey and Dr. Carl Smith of the Indiana University Reading Program. Various individuals contributed to sections of the materials and they are credited according to the contractors' directions. Final preparation of the materials was supervised by Dr. Furlong.

The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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ED 068459

# TUTOR TRAINERS HANDBOOK

BY HELEN LUNDBLAD
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## INTRODUCTION

This guide is meant to help trainers of tutors who will work with primary grade children in reading tasks. In a sense it is a kind of teacher's guide because it provides an outline of activities to use in training non-professional tutors to help children in reading.

However, it is not merely an outline of content and topics. This guide also provides directions for the tutor trainer and gives him discussion upon which he can base his comment and can guide the learning of the prospective tutors. The tutor trainer will also find simulation activities in this guide to help him to give a sense of reality to the training he conducts. It is often necessary for a learner to experience the concepts that are being discussed in the class in some concrete form.

This guide is not meant to restrict a tutor trainer, but it does indicate the kinds of attitudes and skills that a tutor ought to have in order to assist the classroom teacher and the tutee with whom he will make contact. In a survey conducted by the National Reading Center, classroom teachers indicated which skills they thought the tutor could help teach. The skills that are described in this training program are the ones that the teachers identified. The listing of these skills and their demonstration, however, are not meant to inhibit the tutor trainer. Ideally, the trainer will make use of these materials in whatever creative way he can devise.

It is possible, of course, to develop a series of visual techniques to make the presentation more dynamic. Tape recordings, charts, and other means are at the disposal of the tutor trainer. They should be used to motivate and interest the tutor and to give a live demonstration of what it means to engage a learner in interesting activities.

There are 12 units contained in this tutor training program. The Table of Contents indicates the topics of each unit. The tutor trainer will find that there is more than enough material to occupy the prospective tutor for a minimum of one hour for each unit. The available time must be allocated by each tutor trainer to meet the needs of the individuals he faces. Without exact planning, however, it is not likely that the information in these outlines will be communicated to the tutors.

On the subject of communicating information it is also necessary to recall that the tutors are not professional educators and therefore may not understand some of the language and some of the concepts with which this guide deals. For that reason the tutor trainer must see that the presentations are simple, direct and prompt. It is hoped that each tutor trainer will study the outline in preparation for a new unit and will then deliver that outline and that discussion to the tutors in such a way that the tutors understand what is happening.

The various parts of each unit will be briefly described here so that the tutor trainer understands their intent.

1. The Introduction provides a brief commentary on what the tutor trainer and the tutor can expect to happen. This is often a paragraph in expository format, and could even be read to the tutor, although it is preferable that the tutor trainer should grasp the drift of the idea and then communicate that idea in his own words.

2. Each unit will have a Statement of Objectives; that is, the expected competencies that will be available to the tutor as a result of going through the units in this set of material.

3. Each unit contains an Outline of a topic to guide the discussion and to provide some key words and concepts so that the trainer will be able to convey the essential points of the unit to the tutor.

4. In one medium or another, each unit will provide some kind of Simulated Activity. Some units will make use of the video tape and will ask the prospective tutors to watch the skill or method under discussion in practice. In some instances a body of information will be provided the tutor, and he will have to solve a problem according to a set of guidelines or rules. Basically, however, the simulation activity is an attempt to give the tutor a chance to be involved in a situation similar to what he may encounter in his contact work. It is an attempt to make concepts more concrete. In addition to making the program more interesting and more fun, it also gives the tutor a sense of security in doing the kinds of things that he will be doing in the role of the tutor.

5. The Summary is a brief statement of what the lesson contains. Perhaps the tutor trainer will want to read it to the group of tutors he is working with. If he does so, the conclusion of the unit will be quick and to the point. Brevity is a valuable asset in dealing with tutors.

6. Discussion Questions are provided, although it is not necessary to use them. Should they prove helpful in the work of the group, then the study questions included here can be used as a guide.

7. At the end of many of the units of instruction there will be an Evaluation instrument which can be used by the tutor trainer to see if the tutors have grasped the concepts and are able to perform the tutoring tasks that have been identified in these units.

Given the preceding breakdown of instructional units, the tutor trainer ought to be able to guide tutors through a whole set of experiences relating to helping poor readers. The tutors will be alert to the kinds of skills and attitudes that they can best convey and they will have specific lesson plan examples on how those operations can be carried out in the classroom.

The lesson plans also include an identification of easily obtainable materials, such as posterboard, colored paper, crayons, marking pens, paste, rulers, and so on. Once again, the reason for doing this is to make it as easy as possible for the tutor trainer to direct the tutor to specific and concrete means of carrying out the lessons.

In conclusion, the tutor trainer should remember that this guide is not meant to be a script to be read verbatim to the tutor. It is a set of objectives and directions that has to be modified and adjusted as the skill, confidence, and energy level of the tutors indicate.

# UNIT I: THE ROLE OF THE TUTOR

## OBJECTIVES

The tutor's role is to provide the encouragement and support of a friend:

1. The tutor will help the child to develop a *positive self-concept* by complimenting him on his appearance, his thinking and his school work.
2. The tutor will show her acceptance of the child by listening to what he has to say.
3. The tutor will help the child to develop a positive attitude toward learning (to think of himself as a person who can learn) by giving him, in consultation with his teacher, learning tasks that he is able to perform and by telling him that he has performed them well.
4. The tutor will not berate the child for his mistakes, but will encourage him to respond to materials of ever-increasing difficulty by being receptive to his efforts.

Handout:
Simulation Exercise

***Introduction***

The child with a substantial reading deficit very often has conceptual and attitudinal problems as well. Before the tutor can address himself to specific skills, he must begin to correct the child's possibly negative self-image and poor attitude toward reading and school in general. These attitudinal changes must be continually reinforced in all tutoring activities.

***Outline of Material to be Covered***

I. The tutor is a friend:

A. He develops a positive self-concept for the child by providing positive feedback. Children who have consistently failed frequently have a negative concept of themselves. They feel that they are bad, ugly and stupid. This may be the cause or the result of their failure. A tutor can help a child to understand that he is acceptable to others by providing him with positive comments about himself. For instance, he can tell him that he likes something about his physical appearance. He can tell the child that his ideas are interesting or that his responses are good, that he works hard, and that he enjoys his company. A child develops his concept of himself from the reactions he gets from others. The tutor can help him by providing him with favorable reactions and positive comments about his looks or actions.

B. He helps the child develop a positive attitude toward learning by providing success experiences. Poor readers usually think of themselves as persons who cannot succeed, and they will not make a sustained effort to do so. They will not learn as long as they feel that they *can't*. The child must have many opportunities to experience success to develop an attitude that he *can* succeed.

We can provide the child with successful learning experience, if we give him tasks that he is *able* to perform and *tell* him that his performance is good. Praise should be given frequently. Encouragement should be provided when material is difficult: Tell the child who makes a mistake, "That was a good try," or "I'm glad you tried that even though it was difficult."

It is a good idea not to tell a child "I know you can do it because it's easy." Tell him instead that it may be difficult, but, "I think you can do it." Then if he succeeds, he feels he has accomplished something. If he doesn't succeed, he has saved face—he doesn't feel that he is stupid (as he might if he failed at an "easy" task).

C. The tutor can provide a model with whom the child can identify. Many poor students have the attitude that it isn't important to do well in school. This also can be either a cause or a result of prior failures. If a child does poorly in school, his defensive reaction to his failure may be that he decides education isn't important anyway. In order to motivate the child to learn, we may need to endeavor to alter his attitudes and values concerning education. One way to accomplish this is to provide the child with a person who will be a model of the values we want him to adopt. This person must be someone with whom the child can identify.

If the tutor has a good relationship with the child, values that are important to the tutor may become important to the child also. Thus, he may learn to value being able to read and doing well in his school work. Liking the tutor and wanting to please him can inspire the child to work harder to learn to read, although the tutor must emphasize that the child works and learns for himself, not primarily for the tutor.

II. The tutor is a personal teacher:

The one-to-one relationship in a tutoring situation provides an opportunity for program planning suited to an individual child.

A. *Pacing:* Instruction can proceed as slowly or as quickly as is needed for that particular child.

B. *Interest:* Activities can be planned for the child that are built around his particular interests.

C. *Attention:* The child is most likely to be attentive in a tutoring situation. He can relate to a teacher in a one-to-one situation much more easily than in a 30-to-one relationship.

D. *Anxieties:* The child does not have to be concerned about experiencing failure or competing with his peers. He is unlikely to be a discipline problem since he does not need to compensate for failure by "showing off" to classmates.

III. The tutor is a counselor-friend:

The tutor can sometimes help a child by being willing to listen to his problems. He can make him feel secure and help relieve his anxieties by giving him an opportunity to communicate worries, anxieties and grievances. The tutor should not, however, indulge in taking sides against a teacher, thereby damaging this relationship.

IV. The tutor is an aid to the teacher:

The tutor can help the teacher by following the teacher's plans for instruction and providing her with information about the child's performance.

## HANDOUT: Simulation

Directions to the tutor:

It is important for the tutor to realize that a child who is unsuccessful in reading may have some very negative attitudes toward it. Your most significant role will be to help the child think of himself as someone who *knows* that he can learn to read and wants to learn. The child needs a variety of activities that are interesting and that he is *able* to do. You, the tutor, will need to give him frequent praise for his efforts and successes. It will be your responsibility, not the child's, to direct the activities. The child should have some choice in activities or materials to use, but he should also understand that time spent with you is for helping him improve his reading. Sometimes the child who fears failure will protect himself by deciding not to try to learn. He may try to get you to spend your tutoring time playing ball or he may just refuse to do whatever it is that you want him to do.

Jot down some ideas you may have for handling these situations. Then discuss your answers with several of your fellow tutors. Read the next sheet *after* your discussion for some other ideas to help you in these situations.

***Discussion questions:***

1. What would be your response if the child asks you to go to the playground during the tutoring session to play ball? What will you say to the child?

2. What comments can you make during the lesson that will indicate you approve of his work? What would you say if he makes an error?

3. What kinds of general comments can you make to the child that will make him feel good about himself?

4. What can you do if the child is unable or refuses to do the lesson the teacher has prepared for you to do with him?

Suggestions to the tutor concerning discussion questions:

1. What would be your response if the child asks you to go to the playground to play ball with him?

   a. You might suggest to the child that you could arrange to meet him sometime out of school hours (with permission from his parents of course) to take him to a ball game, or play ball with him, if you can.

   b. During the tutoring time, you might suggest that the number he gets right on the exercises he is doing be scored as hits and those he misses as flys, etc. Perhaps he would enjoy writing or dictating a story about a game when he finishes the assigned work, reading or being read to about baseball, or playing a word game like baseball. Some easy books about baseball he might read include: Renick, Marion, *Boy at Bat;* Brewster, Benjamin, *First Book of Baseball;* Corbett, Scott, *The Baseball Trick.*

2. What comments can you make that indicate you approve of his work?

   a. Tell him things like, "You are doing a good job, that was a hard one, but you did very well. You certainly are a good worker!" "I like that answer. It shows you really thought about it!"

   b. If he makes a mistake, say, "That was a good try, but not quite what we need. Try it again." "Your answer was good, but maybe there is a better one." "You are a hard worker, I'm glad you answered that."

3. What kinds of general comments can you make to the child that will make him feel good about himself?

   a. "I like your new hairdo." "Is that a new dress? It's very becoming." "You look very pretty today."

   b. "I saw you playing baseball. You throw a good curve ball."

   c. "I saw you in the hall today. You certainly have a lot of friends."

   d. "People must like you a lot. You are so much fun to be with."

   e. "I like your stories. Maybe sometime we can write them down so others can enjoy them."

   f. "You certainly have a nice smile. It brightens up my day."

4. What can you do if a child is unable or refuses to do the lesson the teacher has prepared for you to do with him?

a. Have a thorough understanding of rules with the teacher. Ask her what she wants you to do in an extreme case.

b. Try to have some alternative activities in mind that you can use if there seems to be a good reason that the child is unable to do what the teacher has assigned. For example: 1. Read a story and write a movie about it (series of pictures with titles). 2. Read and write some jokes or riddles. 3. Play a word game or do crossword puzzles.

c. Try to find out why the child didn't like the activity planned. Was it too hard? Just boring? Report this to the teacher.

## SUMMARY

To summarize Unit One, the trainer may wish to lead a group discussion and make some closing remarks concerning the tutor's role. These are suggestions for a summary:

*Discussion questions:*

1. Is it possible to be a friend and a leader at the same time?

2. How can you help a child who is disinterested in reading and doesn't pay attention?

3. What can you do to help the child feel that he can be a successful student?

4. What do you think is a tutor's most important function?

The tutor is in a position to provide a child who is failing with the security and support he needs to succeed. She can make him feel good about himself as a person by telling him that there are many things about him she likes. She can make him feel that she is interested in him, cares about him and wants him to succeed in learning to read well. She can make him feel that he is a winner instead of a loser in the learning situation by telling him how well he is doing. The tutor can be a valuable aid to the teacher and the child by helping to maintain the child's interest, being enthusiastic about what they are doing together and planning with the teacher a variety of activities geared to his interests. She may well be the most important friend a child will have, and she will probably make a lasting impression on his future life.

## UNIT II: HUMAN RELATIONS

### OBJECTIVES

1. The tutor should be able to list three or four objectives for his first visit to the school.
2. The tutor should be able to list at least three acceptable topics for discussion with a child.
3. The tutor should be able to select from a list of statements he might make to a child some that will be helpful and some that will not.
4. The tutor will be able to select from a list some behaviors that are suitable for a tutor and some that are not.
5. The tutor will identify some questions to ask the child's teacher that will provide him with some information concerning the rules of the school in which he will work.

Handouts:
1. Simulation
2. List of Do's & Don'ts

***Introduction***

Suggestions for the trainer to introduce Unit II—

I. *Kids are people*

A. Developing empathy:

A tutor, meeting a child for the first time should remember that the primary objective for the first meeting is establishing a friendly relationship with the child. One way of developing empathy or sensitivity to the child is to try to "get inside of him." The tutor might try to understand how the child feels about his school work, what he thinks about his teacher or what he thinks about a tutor he meets for the first time. The tutor can develop a sensitivity to the child's feelings by attempting to see how the world looks to the child, though he should not pry into areas which do not concern him.

B. Greet a child as a friend:

As the tutor meets his child, he should remember that the child will appreciate the same kind of treatment he would extend to a neighbor or new church member that he is greeting for the first time. The child will appreciate the tutor's interest in him if he asks him about his family, his friends, his pets or what he likes to do. He probably would enjoy hearing a little bit about the tutor's family, too. To put the child at ease, it is helpful if one can tell him a funny story to make him laugh.

C. "Do unto kids":

1. Compliments: The tutor should understand that his first objective in his role as a tutor is to make the child feel pleased with himself. A new tutor will make an immediate hit with a child if he can say something nice about how the child looks or acts, i.e., "I'm certainly glad I got you to tutor—you have such a happy face and you must be pretty smart, too."
2. Interests: The tutor can make the child feel as if he is important to him by asking the child about his hobbies and interests. "What do you do after school?" "What are your favorite television shows?" "What are your favorite subjects in school?" etc. These questions make the child feel that the questioner is interested in him and at the same time provide some insight into the kinds of activities to pursue, or books to read.

D. How to get along with the school staff:

Relations with the local school system and

the school in which the tutor works are crucial to the success of any tutoring program. The tutor should establish friendly relations with the school staff.

1. School rules: The tutor, on his first visit to the school, should ask questions that will help him find out about the school rules. Some questions to ask include:
   a. What equipment may tutors use, and what equipment is not available?
   b. Where will the tutor work?
   c. Should the tutor escort the child to and from his room?
   d. How long is the tutoring period?
   e. Who should be notified in case of tutor's illness?
   f. Is the tutor permitted to take the child to the library?
2. The tutor is an *aid:* The tutor should remember that the teacher is the person responsible for the child's education. The tutor is an aid to the teacher and helps supplement her teaching.

II. *Don'ts*

A. The tutor shouldn't berate or criticize the child. He needs to concentrate on successes. He should praise openly and do everything he can to encourage the child.

B. The tutor should not engage the child in criticism of the teacher or principal. Damage to the relationship between a child and his teacher will help no one and will be detrimental to the tutoring program.

C. The tutor should be dependable. He should not tutor a child if he isn't going to attempt to attend sessions regularly. If the tutor doesn't come, the child feels let down. He needs the security of knowing that the tutor cares enough to come to the tutoring sessions.

D. The tutor shouldn't begin a tutoring session with, "Well, what would you like to do today?" The teacher probably has given the tutor an assigned task for the session, or perhaps the choice between a few. If the child is asked what he would like to do and responds, he may resent not being able to do what he suggests. It is good for the child to have some choices sometimes, but he needs the security provided by friendly adult leadership.

## HANDOUT: Simulation

Divide the class of tutors into teams of three. In each team, one person plays the tutor, one the child and one the observer. Pretend that the child and tutor are meeting for the first time.

Child:

You are a little boy in the third grade. You have 6 brothers and sisters, a dog named Rusty and a cat named Puff. You collect baseball cards and like to tell "knock knock" jokes. You spent two years in the second grade because you don't read well and you hate reading but don't mind math, and love baseball. You play on the school ball team, little league baseball team and are thinking about entering the soap box derby this year.

Tutor

You are the tutor. Your task for this session is to make the child feel comfortable, in fact *good* because you came, to make him feel that he is going to enjoy his relationship with you, that you are interested in him. Greet the child as you would if you were meeting someone new in the neighborhood —at a coffee klatch perhaps.

Observer:

The observer will listen during the discussion to see if: (a) the tutor compliments the child and makes him feel at ease, (b) the tutor does anything to make the child uncomfortable, (c) the tutor chooses appropriate questions and discussion topics. The observer should try to think of other questions and subjects for conversation that would make the child feel at ease.

A guide for review of the unit and summary for the trainer:

***Discussion Questions:***

1. What are some objectives for a tutor's first visit with a child?
2. What are some things that a tutor might talk about on his or her first visit with the child?
3. What are some topics to avoid?
4. What are some of the things a tutor should ask a teacher on the first trip to the school?

***Possible answers:***

1. Objectives of a tutor's first visit:
   - A. make friends with the child
   - B. compliment him or in some way make him feel good about himself
   - C. find out what his interests are
2. Some things a tutor might talk about on first meeting:
   - A. child's family; pets, hobbies, favorite TV shows, jokes or anecdotes
   - B. things the child does after school
   - C. the tutor's family and hobbies
3. Topics to avoid:
   - A. criticism of the child, his teacher, the principal
   - B. criticism of the child's school work
4. Things to ask the teacher about:
   - A. are you allowed to take the child to the library?
   - B. are you allowed to use tape recorders or other equipment?
   - C. when will conferences be held with teacher?

***Do's and Don'ts***

| What a tutor does | What a tutor does not do |
|---|---|
| The tutor praises. | He does not berate or belittle. |
| The tutor tells the child good things about himself. | He is not cold and indifferent. |
| The tutor tries to understand how the child feels. | He doesn't criticize the teacher. |
| The tutor expresses concern and acts interested in the child. | He does not miss any tutoring unless he is ill. |
| The tutor observes school rules. | He does not allow tutoring sessions to run overtime often, nor does he allow the child to disturb others. |
| The tutor is considerate of teachers' time. | He does not interrupt teachers' class time unnecessarily. |

Trainer Test:

Construct a list of behaviors and have trainees check those that are acceptable.

## SUMMARY

The tutor's support and her personal relationship with the child is the most important aspect of the tutoring program. The tutor can provide success experiences for the child in learning situations in which he has formerly failed. She should use praise lavishly and spare the criticism. Good communication with the child also involves being an interested listener.

Tutors must present themselves as teachers aides who respect the professional judgment of teachers. They should regard their efforts as complementary to the school rather than competitive. Tutors should never allow themselves to join in criticism of the school staff during the tutoring sessions or even outside of the school. The tutoring program may well suffer permanent damage because of such practices.

## UNIT III: GIVING AN INTEREST INVENTORY

### OBJECTIVES

1. The tutor should be able to list three or four reasons for giving an interest inventory.
2. In his first meeting with the child, the tutor should be able to administer an interest inventory in a relaxed manner.
3. The tutor can list at least two activities that she and the teacher could plan from the results of an interest inventory.

Handouts:
1. Interest inventories
2. Simulation
3. Evaluation of Units I, II, and III.

***Introduction:***

Suggestions to the trainer for introductory remarks—

I. Rationale for using an interest inventory

A. Increasing attention span:

Children who need to be tutored are often the children who are not paying attention in the classroom. Teachers usually say that the child has a short "attention span." In other words, he concentrates, listens or engages in an activity for a short time, then begins to attend to something else. He is easily distracted from a task. A child who is not attending to an instructional task is not learning. Therefore, we need to find a means to increase his attention span; in other words, to increase the time when the child is involved in looking, listening and thinking about the learning activity. We must find a means to involve a child for a long enough period of time to teach him those things he needs to know.

B. Providing a variety of activities that are interesting to a child:

Sometimes a child who seldom pays attention in class can be observed playing baseball all day or watching television all morning. His attention span, then, must depend on what he is interested in doing. If we plan activities around his interests it would seem that his attention span could be increased. Another way to keep a child's attention is to give him a variety of activities; in other words, do more than one kind of thing during the time allotted for instruction. The tutor might plan three or four activities for one session. The child who takes a little longer than average to learn a skill will need to be kept interested for a longer period of time. For this child, getting information about what he likes to do when he is not in school, and what his interests are, will be particularly important.

II. What is an interest inventory?

At his first tutoring session, a tutor can begin to collect information concerning the child's interests. An interest inventory is a device that can be helpful to the tutor in getting that information. The questions in the inventory are a guide to the kinds of things that the tutor can ask a child to get him to talk about the things that he likes. The tutor can add questions if he wishes. This is not like a formal test, but rather is merely a means to get the child to talk about himself and what sorts of things appeal to him.

III. How the information about the child's interest may be used—

A. Selecting books to read:

The information obtained from interest inventories can be used to select materials

for his recreational reading. Sometimes the tutor may be asked to help the child find books to read for fun. If he knows he likes animal stories, the tutor can look for stories about animals for him to read. If he likes bugs or baseball, he will look for stories about one of them. If the book is too hard for the child to read, a tutor may occasionally read to the child, perhaps having the child read along with him either orally or silently.

B. Language experience activities:

Sometimes activities for a reading period center around having a child write his own reading material. This method is especially useful for a child whose dialect is different from that in the books he is using. Informal conversation in any dialect is somewhat different from "book talk." Consequently, the material a child writes, which approximates his own conversation, may be easier for him to read than the story in his reader. Therefore, a teacher might ask a tutor to help a child who isn't able to write much by acting as his secretary. For this kind of activity, it will be very helpful for the tutor to know what the child's interests are should he be asked to suggest things to write about. If a child is interested in science, he might write observations about plants, animals or fish: how they behave or what they eat. If the child is a camera fan, he might take pictures or use some he already has to form a book or bulletin board display with sentence captions for each picture. The child who likes baseball might like to write about a game he saw, or instructions on how to play the game.

C. Planning instruction.

The information the tutor gets about the child may be useful to the teacher when he plans activities for the tutoring session with the tutor. Skills can sometimes be taught in game form, using card games and other devices. The tutor and child might perhaps make games if the child enjoys craft activities. There are all sorts of things to make with cardboard and scissors and paste. Dramatic activities can be used for practicing oral reading if the child enjoys them.

D. Getting acquainted with the child.

In addition to helping a tutor collect information about a child's interests, an inventory also provides a tutor with lots of conversational material for getting acquainted with a child. The tutor can present questions informally as if the child were a new neighbor he is meeting. He asks questions because he is interested in knowing more about the person he has just met. The tutor should be able to give of himself, too, expressing his own interests and dislikes and reflecting back the child's feelings in different words, so that the child does not feel that he is being interrogated. The interest inventory must be conducted with tact and courtesy, for the child has a right to privacy.

## HANDOUT: Simulation

Explanation to trainer about handout:

There are two interest inventories. One consists of informal questions about the child's interests. The second provides some suggestions of activities and kinds of stories from which to choose. The second was written for the child from whom it is difficult to get information. If you do not get the kind of information you want from interviewing the child with the first inventory, try some of the second one.

Activity:

Have the tutor pair with his neighbor. One is an interviewer, the other the client (man on the street, etc.). The interviewer asks the questions one ordinarily asks when getting acquainted, i.e., about the families of the people being interviewed, the area they live in, and their favorite activities. Questions in the inventory may be used, but the interviewer should try not to read them like a list. Take some notes on the information you get. If there is time, take turns so that each tutor has an opportunity to be the interviewer.

Examples of questions:

1. Do you have a favorite television show?
2. What kind of stories do you like?
3. Do you like mysteries? Science fiction?

***Discussion Questions:***

1. Were you able to get any information from your neighbor about his interests?
2. Do you think the information you received could be used if it had come from a child?
3. If so, how might it be useful?
4. What might be planned on the basis of this information?

## SUMMARY

An interest inventory provides a tutor with a useful device for getting acquainted with the child he will tutor. The information the inventory provides can help the tutor locate areas of interest that will be suitable for reading material and for writing activities he may be asked to supervise. Reading material can then be selected that will involve the child in research about a subject that ***he*** wants to explore, or a story he would enjoy. The information can help a tutor to engage him in writing about experiences he would like to share. An interested child *will attend* to activities planned for and with him so that he *can* and *will* learn.

## INTEREST INVENTORY

After school I like to _____

My favorite television programs are _____

My favorite game is _____

The subject I like best in school is _____

My favorite sport is _____

My hobby is _____

What do you like to read about:

Check the column that describes how much you like the activity or story.

| | DON'T LIKE | LIKE A LITTLE | LIKE A LOT |
|---|---|---|---|
| Stories about real animals | | | |
| Mystery stories | | | |
| Adventure stories | | | |
| Funny stories | | | |
| Comics | | | |
| Science fiction | | | |
| Jack in the Bean Stalk | | | |
| Billy Goats Gruff | | | |
| Cinderella | | | |
| Drawing, painting, or coloring | | | |
| Cutting and pasting | | | |
| Doing puppet shows | | | |
| Making model cars | | | |
| Taking pictures | | | |
| Sewing, cooking | | | |
| Doing science experiments | | | |
| Planting gardens inside and out | | | |
| Collecting rocks, butterflies, etc. | | | |
| Playing baseball | | | |
| Playing cards | | | |
| Playing games like bingo | | | |
| Building things | | | |

## EVALUATION INSTRUMENT

Evaluation of the First Day—Units I, II, and III

| | Agree | Neutral | Disagree |
|---|---|---|---|
| 1. A tutor can develop a close relation with a child by agreeing with criticism of the child's teacher. | 1 | 2 | 3 |
| 2. In order to establish a friendly relationship with a child, it is important to agree to pursue whatever activity he wants during the tutoring period. | 1 | 2 | 3 |
| 3. Making sure that I attend every tutoring session is important to the security of my relationship with the tutee. | 1 | 2 | 3 |
| 4. It is an important part of the tutor's job to point out a mistake that a child is making. | 1 | 2 | 3 |
| 5. One important function a tutor can perform is to help a child understand that he can be successful in school tasks. | 1 | 2 | 3 |
| 6. Since I am not a teacher, my role is not a very important one to the child that I tutor. | 1 | 2 | 3 |
| 7. Since I am a responsible adult, I will be able to escort the child on a trip to the public library without prior permission from the school or parent. | 1 | 2 | 3 |
| 8. One of my most important functions is to listen to what a child has to say. | 1 | 2 | 3 |
| 9. The primary task of a tutor is to provide the child with successful learning experiences. | 1 | 2 | 3 |
| 10. The interest inventory is a list of questions to ask the teacher. | 1 | 2 | 3 |
| 11. The tutor should not tell the child how well he is doing, because it may give him the wrong idea about his ability. | 1 | 2 | 3 |
| 12. It is important that the tutor ask the child every question on the interest inventory in the order given. | 1 | 2 | 3 |

# UNIT IV: SETTING INSTRUCTIONAL OBJECTIVES

## OBJECTIVES

1. The tutor will have a basic understanding of individualized instruction.
2. The tutor will write instructional objectives.
3. The tutor will organize objectives for instruction in terms of priorities and level of difficulty.

Handouts:
1. Simulations
2. Statements of objectives

***Introduction***

Suggestions for introductory remarks by trainer:

In most schools today, reading instruction is planned for groups. As class size increases, the attention the teacher can give to individual problems decreases. The children who suffer most are apt to be those with reading problems. Many schools, however, provide individualized reading instruction for some students part of the time, generally by selecting students from total groups for special or remedial instruction, although there is no reason why this individual kind of attention should be limited to remedial work.

I. Individualized instruction

Individualized instruction refers to the process used to provide specific instruction which is appropriate for particular students. A general definition of individualized reading instruction might be:

*Individualized reading instruction is a process of planning and conducting day-to-day reading lessons that are designed to meet the specific learning needs and characteristics of each student.*

II. Justification for individualized instruction

The major justification for individualized instruction is that it enables every student to achieve mastery of the learning tasks he enters. The conditions for attaining mastery are:

A. The learning task has been selected as appropriate for the child, i.e., he possesses the prerequisites for it.
B. Appropriate learning materials and equipment are provided for the child.
C. Appropriate instructional methods are employed.
D. The learner is allowed sufficient time to learn the task.

III. Advantages of individualized instruction

Past experience gleaned from education programs employing individualized instruction indictates that individualized instruction has advantages for both child and teacher.

A. Advantages for the child
   1. The child can learn at his own rate.
   2. A one-to-one relationship exists between the child and what he is studying.
   3. The child receives immediate response to his answers.
   4. The child better understands the structure of what he is studying.
   5. Diagnostic tests indicate where the child needs to study in greater depth.
   6. Each child can proceed in a subject as far as his ability will permit.

B. Advantages for the teacher
   1. The teacher is freed from teaching many of the routine basic skills of a subject.
   2. The teacher can meet with greater accuracy the instructional needs of the child.
   3. The teacher is provided with diagnostic instruments.

4. The teacher can provide a well-planned program for the child.
5. The need for remedial instruction by the teacher is minimized.
6. Greater job satisfaction is achieved.

IV. Individualized instruction and the reading tutor

It is a mistake to define individualized reading instruction simply as tutoring in reading. In order to achieve effective individualized reading instruction, the tutor must satisfy the following basic requirements:

A. *Assess Reading Difficulty.* Determine reading weaknesses and extent to which the child has already mastered reading objectives.
B. *Set Reading Objectives.* Decide what learning tasks the child next should pursue in the reading curriculum.
C. *Develop Reading Lesson.* Use assessment data to develop a lesson plan that specifies the particular things the child has not learned, materials to be used, the learning setting, and instructional procedures.
D. *Evaluate Student Success.* Determine the extent to which the child masters the learning task and proceed to the next task or re-cycle the child again.

The following section will discuss the first basic requirement.

V. Setting reading objectives

The purpose for setting reading objectives is to make clear to tutors, students, and other persons what it is that the child must learn. Every reading objective or set of objectives the tutor sets for the child must contain four parts:

A. *Performance.* What the child will be able to do after he masters the objective.
B. *Condition.* Under what conditions the child will be able to do these things.
C. *Extent.* The level of performance which the child will be able to attain after he has completed the unit.
D. *Hierarchy.* Objectives in a set must be arranged in a learning hierarchy or sequence, so that the tasks which depend upon prior skills are taught after those skills have been mastered.

## READING OBJECTIVES

I. Performance

*Performance* indicates that the child can do the task. Which of the following objectives expresses what a learner will be doing?

*(The trainer should hand out the following objectives and discuss them with the class.)*

A. The child will have an understanding of the alphabet before he reads.
B. The child will be able to name (pronounce) the letters of the alphabet, A through Z.

Statement B indicates what the child will be able to do. The child will be able to pronounce the letters of the alphabet, A through Z.

Statement A is not clear. It only indicates that the child will have a good understanding of the alphabet. It is difficult to perceive exactly what the child is supposed to do in order to demonstrate that he has achieved an understanding of the alphabet.

The important point to remember is that if a reading objective is to be of any use for instruction it must specify the exact behavior which the tutor will observe when the task is completed successfully. Otherwise, it is impossible to determine when the child has mastered the behavior.

II. Condition

It will be remembered that an objective must specify under what *condition* the child will perform. Consider the previous objective again: The child will be able to name (pronounce) the letters of the alphabet, A through Z. We have already agreed that the objective expresses what the student will be doing. Now ask the question, "Does the objective specify under what conditions the child will perform?"

The answer to the above question is no. It is not known if the child will pronounce the letters of the alphabet from sight or memory. Similarly, it is not known if the child will pronounce upper or lower case letters. In addition, there is no way to determine whether or not the child will pronounce the letters in alphabetical order or random order. In other words, these conditions place different demands upon the learner.

*(These objectives should be passed out and discussed with the class.)*

A. Given the Ginn first reader vocabulary list, the child will be able to pronounce correctly all the words on the list.
B. The child will be able to pronounce correctly 75 percent of the beginning vocabulary in his first grade reader.

Statement A is the proper objective. It specifies the word list to be used and the conditions for mastery. Statement B, on the other hand, is vague. It does not specify the word list at issue. Likewise, conditions could be expressed in better detail.

III. Extent

It will be remembered that *extent* refers to the level of performance to which the child will be able to perform. A well-written objective expresses the desired level of achievement.

Which of the following objectives expresses the extent to which the child will be able to perform?

*(The trainer should pass these objectives out and discuss them with the class.)*

A. Given the Dolch list of basic sight vocabulary, the child will be able to pronounce all the words at sight with very few mistakes.
B. Given the Dolch list of basic sight vocabulary, the child will be able to pronounce all the words 99 percent accurately.

Statement A expresses that the child will be able to pronounce all the words with "few" mistakes. However, it is impossible to determine when the child has mastered the objective because "few" is a vague term. In contrast, statement B indicates that the child has mastered the objective when he can pronounce the words with only one percent error.

IV. Hierarchy

A general procedure for teaching complex skills such as those involved in reading is to teach them in small pieces. The pieces can then be put together by the learner into the final performance. Ordering objectives for instruction also enables the tutor to see all the tasks a student must learn in order to master the final performance. In other words the tutor needs to understand the following:

1. A learning hierarchy represents an arrangement of objectives which identifies the prerequisite learnings for the child as he proceeds toward a desired performance.
2. A learning hierarchy can serve as a blueprint for instruction.
3. A learning hierarchy is developed by starting with a desired performance and asking, "What must the child already know in order to perform on a given task?"

## HANDOUT: Simulation

Rewrite this objective: "The learner will know the alphabet prior to reading." (Write on a piece of paper.)

An acceptable form for the above objective might be: Given the presentation of the alphabet in both random order and alphabetical order (in both upper and lower case), the learner will be able to pronounce every letter with 100 percent accuracy.

## HANDOUT: Statements of Reading Objectives

Below are several performance objectives. The task for the tutor is to organize these objectives into a hierarchy.

*(The trainer should pass these out and discuss them with the class.)*

The child will be able to:

1. Identify and name the primary and secondary colors.
2. Describe an object in terms of characteristics such as color and two-dimensional shape.
3. Identify and name common two-dimensional objects.

Which of the above objectives is the most complex behavior?

Objective 2 is the correct choice. In other words it is necessary for the child to be able to do objectives 1 and 3 before objective 2. It is unlikely that a child would be able to describe objects in terms of color and dimensional shape if he could not identify and name those properties.

## HANDOUT: Sequence of Objectives

Here is a more complex set of objectives to be organized for learning. Form a learning sequence of these objectives. After instruction, the learner will be able to:

1. Pronounce the sounds of the letters in an unknown word.
2. Pronounce an unknown word.
3. Blend the sounds of the letters of an unknown word.
4. Be able to visually scan and analyze the letters of a word in left-to-right sequence.

The most acceptable answer is:

1. Be able to visually scan and analyze the letters of a word in a left-to-right sequence.
2. Pronounce the sounds of the letters in an unknown word.
3. Blend the sounds of the letters of an unknown word.
4. Pronounce an unknown word.

## SUMMARY

Just as the teacher gains value from forming specific objectives for student learning, so the tutor's function and value improves as he learns how to deal with specific measurable behaviors in reading. The trainer should caution the tutors to work in those areas for which they have been trained. Their tutor handbook gives them examples of specific objectives for early reading and gives them sample practice exercises that show them what the children might be doing to accomplish the objective.

## UNIT V: ASSESSING READING DIFFICULTY

### OBJECTIVES

1. Given a reading level report on a particular child by the teacher, the tutor will be able to select materials appropriate for that child's instruction during the tutoring period.
2. The tutor will be able to use a rule of thumb guide to help a child select library books.
3. On the report form provided, the tutor will be able to list some words missed or read incorrectly, and check descriptions of behaviors that apply to a child's oral rendition of a passage.

Handouts:
1. Reading Inventory
2. Report Form
3. Simulation—1 and 2
4. Evaluation of Units IV & V

***Introduction***

Suggestions to the trainer for introductory remarks

I. Defining what we mean by reading levels:

The reading materials used for instructing children are usually given a label as to difficulty so that a teacher can select materials that a child is able to read and comprehend. The label used is a grade level classification, with the exception of the first two levels, preprimer and primer. This label represents what an average child can read in a given grade. However, since most children are not average, it is not unusual for children in one grade to be reading on four to six different levels. Many people think that a child in the third grade *ought* to be reading a book labelled $3^1$ or $3^2$, the two levels generally prescribed for third grade, which correspond to grade-month levels of 3.0 and 3.5. Often this is not true. Teachers try to give the child material to use for reading instruction that is difficult enough so that he doesn't know all the words, and so that he will have some practice deciphering words and have an opportunity to increase his vocabulary. However, the materials he reads must be easy enough for the child to comprehend.

II. How reading levels are determined:

A. Informal reading inventory:

The teacher usually uses a test or an informal reading inventory to help her decide on a level for reading instruction for each child. The child's instructional level is set at the point where he knows 95 percent of the vocabulary and comprehends 75 percent of the material. Recreational material should be easier.

B. How the tutor can find appropriate library books:

Library materials are sometimes given a readability level by the publisher. The librarian can probably help a tutor find materials that are approximately at the level given her by the teacher. However, the child should try the book on for size. He can pick out a page and read it to see how many words he knows and doesn't know. For a book he reads with the tutor he should know all but three to five words per page. A book chosen for him to read by himself should be easier.

III. Importance of reading levels:

It is important for the tutor to realize that a child should not be reading material so difficult that it frustrates him. Reading very difficult materials can teach a child to hate reading and develop habits that lead to poor comprehension. A child who develops a habit of making reading an exercise of calling words out without understanding their context, many of them

incorrectly, will probably not attempt to understand easy material in which he knows the vocabulary.

*Reading levels:*

A reading level describes a book or series of books and is used to indicate the difficulty of the material. It has nothing to do with the grade the child is in, though most readers are written in grade level terms.

These are the levels:

a) Preprimer
b) Primer
c) 1st reader
d) $2^1$
e) $2^2$
f) $3^1$
g) $3^2$
h) 4
i) 5
j) 6

## HANDOUT: Simulation One

*Instruction to Trainer:* The simulation exercise is intended as a discussion exercise. The group might be divided into groups of four or five tutors for discussion of how to handle the simulated situation. Suggested answers to discussion questions are provided on a separate sheet. These should be read after the discussion session.

*Instructions to the tutor:* The teacher has asked you to take your child to the library to select a book. You remember that the child is crazy about sports, particularly baseball. You also know that he likes jokes and riddles and has a pet dog named Rags.

***Questions to tutors:***

1. What other information (besides interests) might you have that will help you find an appropriate book for a child?
2. How can you find appropriate books?
3. Should you suggest books to the child that he might like?
4. How would you go about getting the child to "try the book for size"?

***Some Answers:***

1 and 2. If you know the child's *reading level* you can ask the librarian to help you find books at the appropriate level for the child you are tutoring. If she doesn't know the levels ask her to point out easy books. Ask her outside of the child's hearing.

3. Try to find some books that you think he can read, in areas of his interest if possible. Suggest several, if necessary, until you find something that interests him.
4. Have the child read a page to see if he can read it without missing too many words (not more than three to five words per page or one every other line). If he insists on taking a book that is too difficult, ask him if he would like to have you read it to him. He can follow along and read parts of it with you. Don't force him to take a book he doesn't want.

## HANDOUT: Report for Tutor

***Second 40-Minute Discussion—Assessing Reading Difficulty***

Use of inventory in diagnosis:

In addition to assessing the *level* of difficulty for reading materials, a reading inventory may be used to diagnose some problems a child is having with reading. Some things that a tutor might listen for include:

1. Listen for whether the child is reading orally with the *phrasing* and *expression* he might use in his speech, whether he pauses for commas or stops for periods. It is very important to a child's understanding of what he reads that he learn to use expression and observe punctuation.

2. Another thing to look at are the words he confuses or mispronounces. In other words, what words does he *substitute* for the ones that are in the printed material? When a teacher uses an inventory, she writes the substituted word above the printed word. On the tutor's report form it is suggested that *words read incorrectly* be listed, such as "was" for "saw". The child substituted "was" for "saw". He might substitute "see" for "sit", etc.

3. On the report form there is a place to list words *not tried*. These are marked with a "P" in the inventory, meaning the teacher "pronounced" them for the child.

4. Questions about the paragraph read are usually asked to see if the child understood what he read.

## HANDOUT: Simulation Two

*To the trainer:* Play a tape of a child reading a paragraph. Have the tutor follow the inventory while listening to the tape. Show what you mean by word-by-word or monotone reading. Point out substitutions and words not tried. If desired, give the tutor a completed report form on this child.

Following this, play another tape of a child which illustrates the same kinds of problems and have the tutor fill out a report on the child on the basis of the tape.

Discuss what should be included in the report. This might also be a good time to discuss how the tutor should help the child with words he does not know.

## ASSESSING READING DIFFICULTY

Name _____ Age of child _____

Tutor's Name _____ Grade _____

1. Title or paragraph _____
   number of errors* _____
   learning level* _____

2. Title or paragraph _____
   number of errors _____
   learning level _____

3. Title or paragraph _____
   number of errors _____
   learning level _____

* 0–2 errors per 100 words = independent reading level
2–5 errors per 100 words = instructional level (books to be used in a tutoring session)
6 or more errors per 100 words = frustration (too difficult)

| (Check list for errors) | Yes | No |
|---|---|---|
| 1. Sight words | | |
| a. Knows most common words | _____ | _____ |
| b. Guesses at words | _____ | _____ |
| 2. Corrects errors that don't make sense | _____ | _____ |
| 3. Phonics: Sounds out unfamiliar words | _____ | _____ |
| 4. Comprehension | | |
| a. Understands word meanings | _____ | _____ |
| b. Can tell story in sequence | _____ | _____ |
| c. Gets the main idea | _____ | _____ |
| d. Remembers important facts in the story | _____ | _____ |

5. Other comments

(For example: expression, use of punctuation, skipping words, adding words, and other observations)

_____

_____

## HANDOUT: Reading Inventory

By I. Craig, L. Fay and R. Gallant, Indiana University, Bloomington

Preprimer

A. I have a boat.

My boat is red.

It is little.

I put it in the water.

What will it do?

Page 1

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Task 1

Primer

B. Tom had a funny pet.

It wanted to play on his big bed.

It would jump up and down.

But Mother said, "Stop that."

Then the pet ran away.

Where did it go?

Page 2

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Task 1

First Reader

C. Baby Sally came to play with the boys.

She ran after her yellow toy.

"You must stay here, Sally." called Tom.

"You will get wet and cold.

Mother will be unhappy with you."

Sally stopped and looked back at Tom.

"Please get my boat," she said.

Tom could not get the boat.

They did not see the lost boat again.

Page 3

Task 1

2[1]

D. Old Mother Hen was sitting on her nest.

"Come with me to the garden," called Mr. Rabbit.

"No, I must keep these eggs warm," said Mother Hen.

"Would you like to go for a swim?" asked a friendly duck.

"Oh, no!" said Mother Hen.

Then Mother Hen heard a funny sound.

Noisy little yellow babies were pushing out of the eggs.

"Quack, quack!" said the happy babies.

"These are not my children!" said the surprised Mother Hen.

Page 4

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Task 1

2[2]

E. It was a pleasant spring morning. Tom and Bill put on their clothes and were ready for breakfast before Mother called. Today they wanted to make sandwiches for a picnic lunch and climb the high hill behind the barn.

They were almost there when Tom saw the cave. He crawled slowly in with Bill right behind him. All at once the boys heard a loud rumbling sound. Both boys turned and raced for the mouth of the cave. They thought that a hungry bear or other angry animal was following them.

Soon they were outside. One look at the dark sky and wet ground told them what had happened.

Page 5

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Task 1

3[1]

F. The little black cricket is a merry fellow. The sound he makes as he rubs one wing against the other can be heard a mile away. As the days get colder his chirps are lower and slower.

This insect is a busy fellow also. He likes plenty to eat. He often makes a meal out of cloth. Your mother may chase him out of the house because he is so noisy and hungry.

But in Japan, the children keep crickets for pets. They build little wooden cages to keep them in. The people believe that a cricket in the house is a sign of good luck.

Page 6

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Task 1

3[2]

Alaska is twice as big as Texas but it has a much smaller number of people. It is a land of many forests and few cities.

Snow covers the top of the mountains all year around. Hundreds of glaciers creep down the mountain sides. The melting snow feeds into the ice cold rivers. Big brown bears wade in the water, looking for a fish dinner.

Ships take gold and copper, fish and furs out of the state. Ships bring back the engines, heavy tools and other goods that this northern state needs. Ships also bring people like you and me who want to see the wonders of this giant state.

## EVALUATION INSTRUMENT

***Evaluation of Units Four and Five: Answer true or false:***

——— Lessons that teach children phonics skills must have an objective or goal, but such an objective is not necessary for teaching comprehension skills.

——— An objective should be specific so that we can choose activities that will teach a child to perform a skill.

——— A child in the second grade should read a book labelled $2^1$ or $2^2$.

——— It is unimportant whether a child uses expression as he reads, since most of his reading will be silent anyway.

——— If a child misses at least 10 words on a page of a book, we know the book is probably about the right level for him to read.

——— An informal reading inventory is a list of reading skills to be included in a reading program.

## SUMMARY

The tutor must understand that reading levels, though written as numbered grade levels, can vary a great deal. Most children do not conform exactly to standardized norms. Frequently, reading levels are determined by having a child read a series of graded paragraphs and finding the level that is easy enough for the child to understand but challenging enough to help him increase his vocabulary and other skills as he reads. The tutor should realize that it is important not to give the child materials to read that are so difficult as to be frustrating to him. A tutor can also begin to look for specific needs that a child may have in his oral reading, such as lack of phrasing and expression or words he does not know or mispronounces. These observations can be valuable to the teacher. Identification of the child's difficulties is the first step in remediation of them.

## UNIT VI: THE LESSON PLAN

### OBJECTIVES

The tutor will be able to:

1. Name three main categories of reading skills.
2. List at least two sub-skills included in each of the main categories.
3. Describe three to four major components of a lesson plan.
4. Follow a lesson plan in a practice activity.

Handouts:
1. Outline of reading skills
2. Lesson plan
3. Simulations—questions and answers

***Introduction:***

The trainer should advise the tutor of the major categories of reading skills that he is likely to work with in the classroom. An outline of skills is provided and the trainer may want to duplicate the list for the tutors.

***Outline of Reading Skills (for the tutor)***

I. Learning to recognize words
  A. Phonics (phonetic analysis)
    1. identifying sounds: rhyming words; identifying likeness and differences
    2. identifying letters
    3. matching letter and sound
    4. pronouncing words by letter sounds
  B. Sight words: learning to recognize frequently used and/or non-phonetic words by sight
  C. Analysis of structure
    1. plural forms
    2. verb endings
    3. contractions
    4. suffixes and prefixes
    5. possessives
    6. syllables
  D. Using context: identifying words or meanings from use in sentences

II. Comprehension
  A. Literal
    1. using phrasing and intonation
    2. answering questions about details; supplying specific information
    3. telling what happened in sequence
    4. getting the main idea of a selection
  B. Interpretation
    1. giving meaning of passage
    2. predicting from what has been read
    3. understanding characters, attitudes, and feelings
  C. Distinguishing facts from fantasy or opinion
  D. Learning vocabulary meanings

III. Applying reading skills
  A. Learning to use dictionaries, encyclopedias
  B. Learning to use a library
  C. Learning about tables, index, etc. in books and reference material
  D. Learning to use maps, charts or graphs
  E. Outlining, classifying, and organizing material
  F. Learning to skim for answers

***Planning Lessons***

I. Reading skills
  A. Recognizing words:

As a child learns to read, he has many things to find out that adults who read take for granted. He learns that we read from left to right and from top to bottom. He will discover that there are groups of letters on a page with little spaces between that we call words. Those words are made up of letters he may never have seen before he came to school. He knows how to say those words and how to use them to talk to us but must learn to associate their

printed symbols with the sounds he already knows. Some words he learns by sight, associating them with an object or an action, perhaps; and some he learns to decipher by associating letters with sounds he uses in speech.

B. Comprehending what he reads:

Of course the child must learn to understand what he reads. Usually we teach beginning readers the fundamentals of phrase and sentence comprehension, getting the main idea of a paragraph, and telling the sequence of events in a story. Later the child learns to delve a little deeper in interpreting what he reads and evaluating it. Finally, he learns to use his reading in various ways to study about our world or even our universe.

C. Using reading:

While the child learns to read, ideally he will also learn to enjoy reading, so that reading can be a tool that will serve his need for appreciating beauty and humor as well as for understanding other people and the world in which he lives.

II. Selecting an objective

From the list of skills that seem to be necessary for learning to read, the teacher selects those she will teach a student or students in her class. She has probably done some diagnostic work, either formally or informally with the child, and has some ideas about what skills she thinks he needs to develop. Some sequence is usually followed, i.e., teachers usually teach the child to recognize letters before they try to present corresponding sounds. For each lesson the tutor will decide what it is she wants the child to know when she has finished teaching him. An objective is a *description* of what it is that the teacher expects a child to be able to do when she has finished teaching the lesson. Selecting an objective is the first step in planning.

III. Planning the lesson

After the teacher has selected her objective she will try to identify an activity that she thinks will enable the child to perform the skill that the objective describes. There are probably several activities that would serve the same purpose.

IV. Evaluating the lesson

After the lesson has been taught, the teacher will want to know whether the child learned the skill. Did she accomplish the objective? If not, why not?

V. Lesson plans for tutors

The lesson plan that will be used for tutors' practice in training sessions will be far more detailed than the teacher will probably be able to write. However, it is hoped that the detail will help the tutor understand the components of a lesson.

They are:

A. The objective
B. Present ability of student
C. Materials
D. Procedure—activity
    1. introduction
    2. practice activity
E. Reinforcement
F. Evaluation

[*Note to the trainer:*]

*The simulation exercise* has been planned to acquaint the tutor with the components of a lesson. A lesson plan is included along with some questions for the tutor to answer. Some time should be given for tutors to study the lesson plan individually and then to discuss the questions in small groups. An answer sheet is included which is used for comparison with the group answers *after* discussion.

## HANDOUT: Simulation—Questions

***Directions to the tutor:***

Study the lesson plan and answer these questions.

1. What is it the lesson attempts to teach?
2. What does the child have to know to be able to do the exercise?
3. Do you understand how to prepare the material?
4. What is it you are supposed to say to the child before you do the activity?
5. Where can you find other activities to teach this skill?
6. What do we mean by reinforcement?
7. Why do we evaluate the lesson?

## LESSON PLAN

Goal—Teacher's Purpose:

Beginning word analysis skills.

To teach the child to listen for sounds that are similar in words that rhyme.

Goal for the student:

After listening to a word, the student will state a rhyming word (the same sound pattern).

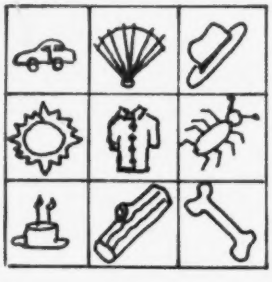
Present ability of the student:

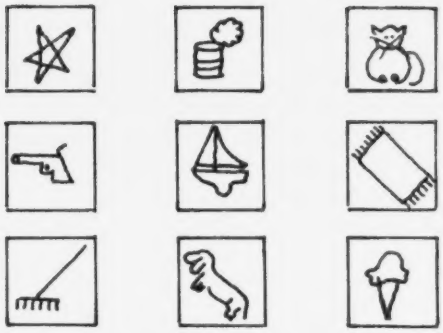
This kind of activity is intended for a child who is just beginning to read or has no word attack skills.

Material (rhyming bingo):

Rule two sheets of 9" x 12" tag board into nine squares each. Draw a picture in each square of the first sheet.

For each picture on the first sheet, draw a rhyming picture on the second sheet. Cut pictures on the second sheet into separate cards. (If you make two sets, two people can play, tutor and child)





***Teaching the Lesson***

Introduction:

You know what a poem is, don't you? Here is a silly poem:

Fuzzy wuzzy was a bear
Fuzzy wuzzy had no hair
Fuzzy wuzzy wasn't fuzzy was he?

Some of the words in this poem rhyme. That means they sound a lot alike. *Bear* and *hair* sound alike, and *fuzzy* and *wuzzy* do too, don't they? Do you know another word that sounds like *bear* and *hair? Chair—fair—care—wear dare.* In this game we are to match words that rhyme. There are pictures. Each picture card rhymes with a picture on the big card. Look at the big card. Can you find a small card with a picture that rhymes with one on the big one?

Practice activity:

Complete the bingo game. Small cards placed in center of table, draw a card and try to match it with an object that rhymes. Fill up the card.

Other activities for same purpose might include:

1. Guessing game: "I'm thinking of a word that rhymes with *got* and it is small and round." (Answer—dot)
2. Writing silly jingles:

A fat cat sat on a mat.
The mat was flat
and that's that.
The big black bug
lived in a jug.
He had no rug
but a silly mug.

Reinforcement:

Give praise for attempts to do the activity and for doing part of it correctly. A prize or special privilege can be given as well. For example, the tutor can use a ticket for a field trip planned for later such as planetarium, puppet show, movie, etc. Buttons, cracker jack prizes, lollipops, etc. can be given as rewards if desired.

*Note: Reusing the materials:*

The same sheets can be used for sight *vocabulary* games. The word can be written on the small card to match with the picture. Or it can be used to match with *beginning consonant* sounds. Put a letter or a word that begins with the same sound on the small cards.

Evaluating the lesson.

Was the child able to hear rhyming words? _____

Is more practice needed? _____

Were directions adequate? _____

Was the child interested? _____

## HANDOUT: Simulation—Answers

Question 1: The objective or goal tells you what the tutor attempts to teach in this lesson.

Question 2: The child will need to be able to hear and to recognize the pictures to do this.

Question 3: Directions given under *materials*.

Question 4: The introduction provides you with an explanation that the child needs before doing the activity.

Question 5: Two suggestions are given (under *other* activities).

Question 6: Reinforcement means praising the child and telling him when he is correct.

Question 7: We evaluate a lesson so that we know whether the activity was appropriate for the child—too easy—too hard; interesting or not; and to decide whether the child needs more instruction on the skill being taught.

## DISCUSSION

Discuss simulation exercise as a group. Answer questions tutors may have about the lesson plan.

## SUMMARY

The goals of the lessons the tutor will teach will involve developing the sub-skills in the three main categories that were discussed at the beginning of this unit: word recognition, comprehension, and study skills (applying reading skills).

In addition, some lessons may be planned prior to actual reading instruction. These are called "reading readiness" activities. Some are intended primarily to interest the child in reading so that he will be motivated to read for pleasure.

Particularly for the novice, planning lessons will make them much more effective and help the tutor to feel comfortable in the teaching situation, since he knows how he will proceed. The teacher probably won't write out lesson plans like this for the tutor, but if a tutor understands what the components of a lesson are, he will have some idea how to proceed from the teacher's suggestions. The main components are:

1. A goal or objective (what do you expect the child to be able to do when you have finished)
2. Materials
3. Introduction of concept in the lesson
4. Practice activity
5. Evaluation

# UNIT VII: EVALUATION OF STUDENT SUCCESS

## OBJECTIVES

1. The tutor will learn to use an evaluation instrument to assess his success in teaching a given lesson.
2. The tutor will be able to name some principles of tutor behavior that contribute to the tutee's successful learning experiences.
3. The tutor will recognize instances in which the tutee needs to be reinforced.
4. The tutor will learn to use a report form to evaluate the student's success in a lesson.

Handouts:
1. Simulation: Lesson Plan
2. Simulation
   a. questions for evaluating students
   b. questions for evaluating the tutor
   c. simulated answers
3. Report form (sample)

***Introduction:***

*Evaluation*—Constant evaluation or assessment of both tutor and student performance is vital to the success of the tutoring enterprise. This unit will give the tutor criteria for checking up on how effectively both participants are working.

I. Principles of good tutor behavior

What can the tutor do that will contribute most to the success of the student?

A. Planning

1. The tutor should understand what the *goals* for the lesson he is attempting to teach are. What is it that the child should be able to *do* as a result of this lesson?
2. The tutor should have all the *materials* that he will use in teaching with him. If he does not, he will interrupt the continuity of the lesson, distracting himself and the student from the accomplishment of the goals of the lesson.
3. The tutor should understand the *concept* the lesson attempts to teach so that he can provide a clear explanation with illustrations for the student.
4. The tutor should understand the *procedure* used in the practice activity so that he can explain clearly to the student what he is to do.

B. Interest

The tutor's interest and enthusiasm are contagious. The student probably will be attentive if the tutor acts interested in what he is doing, and the student probably will be bored if the tutor is. The tutor should try to make the sessions *fun* for both himself and the student.

C. Reinforcement

1. The student needs to be *told* that he is correct when he gives the right answers.
2. He should also be *praised* for a good job and for working hard.
3. The tutor should *not* criticize or berate the student for his mistakes. The student must learn that it is part of the game of learning to make mistakes. Otherwise he will be afraid to give any answers for fear they may be wrong.

The simulation activity consists of a sample lesson. That is, student responses are given along with tutor directions. Trainees are to read and evaluate the tutor's behaviors according to questions given, as well as to assess student responses. Tutors should be given time to read the lesson with responses and answer questions evaluating student and tutor behaviors. Discussion of the evaluation can be done

in small groups, as a total group, or both if time permits.

The report form that is included with this unit is intended to be a sample that may be used in a school by the tutor and is not for use in the simulation.

## HANDOUT: Simulation

Purpose of Simulation:

1. To evaluate the tutor's behavior in the lesson
2. To evaluate the student's behavior in learning

***The Simulated Lesson Plan:***

Objective:

Given a word orally that begins with a single consonant sound, the student will be able to identify the letter that corresponds with that beginning sound.

Introduction:

"Have you ever seen Indian writing? The Indians had pictures or *symbols* that represented words. This one was for man this for house  . Some of these were pictures that looked like what the word described, some were not. Our symbols don't represent whole words. They represent only part of a word. We have several symbols in a word which we call —can you guess?—yes. Letters. We have already learned about some sounds. They are the sounds we make for the letters *d, b, p, s.* Today we are going to learn about a new one. It is the letter *h.* I am going to say some words that begin with *h.* See if you can hear the sound. *H*ot, *h*am, *h*orse, *h*at, *h*og. What does the sound remind you of? You could blow out a candle with it, couldn't you? Can you think of another word that begins with '*h*', Georgie." (George says "*thank you*".)

Tutor—"No, Georgie you weren't listening to me. *Thank you* begins with *th.*

"Say—*h*and (hand)—*h*en (hen)

Can you think of another?" (George—"*h*ear"?)

Tutor—"That's better. Of course."

***Practice activity:***

Materials: Card ruled into nine spaces with a letter in each space, cover cards or beans to be placed in spaces, and a list of words for tutor.

Procedure:

The tutor reads a list of words. Student covers the letter with which the word begins.—Three in a row constitute bingo or *letto* as this game is called. (You can also make the object of the game to cover all the letters)

List—

| | |
|---|---|
| hide | hard |
| heart | car |
| sand | sink |
| dog | cat |
| baby | dim |
| band | hit |
| hot | hike |

(George covers all the *b*'s and *h*'s before the tutor reads any words that begin with *b*)

Variations:

1. Guessing game could be played—"I'm thinking of a word and it starts with *H*—it's something we do in Boy Scouts, etc."
2. A picture card can be used. Child matches beginning sounds of a word read with beginnings of pictured word (or uses letters to match pictures).

## HANDOUT: Evaluating the lesson

*Student evaluation*

1. Was the child able to perform the task required in the lesson?_____
2. If he wasn't able to do the task, why not?_____
3. Are there some things he needed to know before he did this lesson that he didn't know? If so what are they?_____
4. Was the child willing to try to do the exercise?_____
5. Was it interesting to him? If not, what do you think he might like better?_____

*Tutor Self-evaluation*

| | Yes | No |
|---|---|---|
| 1. Did I plan well for the lesson and understand the goal? | ____ | ____ |
| 2. Did I introduce the lesson so that the child understood the concept that the lesson attempts to teach? | ____ | ____ |
| 3. Was I enthusiastic enough to get the child interested in performing the task? | ____ | ____ |
| 4. Did I explain what the child was to do in the practice activity so that he understood it? | ____ | ____ |
| 5. Did I have all the materials I needed to teach the lesson? | ____ | ____ |
| 6. Did I tell the child he did well when he was correct? | ____ | ____ |
| 7. Did I encourage him if he was having difficulty? | ____ | ____ |
| 8. Was the lesson successful in terms of the behavioral objectives for this unit? | ____ | ____ |

*Answers for simulation exercise:*

| *Evaluating Student* | *Yes* | *No* |
|---|---|---|
| 1. Performed task | | x |
| 2. Why not? | | |
| 3. Either the child didn't *hear* the sound or he *doesn't know* the letters (probably the latter). Since he seemed to understand the concept in the introductory part of the lesson, he may not recognize the difference between letters *b* and *h*—which do look quite a bit alike. | | |
| 4. Did the child try? | Yes | |
| 5. Was it interesting to him? | Yes | |

Evaluating *Tutor*

| | | |
|---|---|---|
| 1. Planning goal | x | |
| 2. Introduction | x | |
| 3. Enthusiasm | x | |
| 4. Explanation of practice activity | ? | |
| 5. Materials | x | |
| 6. Reinforcement | | x |
| 7. Did I encourage him? | | x |
| 8. Was the lesson successful? | | x |

**Sample Report Form for Tutor Session**

(to be used in actual tutoring situations)

1. Introduction _____ child

   Were my directions adequate? _____ tutor

   Reaction: one sentence

2. Practice activity _____ date

   Successes Failures

3. Follow-up or (evaluation)

   Did the child have prerequisite skills? (Did he know what he needed to do the practice activity?)

   Is more practice needed?

***Discussion Questions:***

Did your evaluation help you to decide how to improve the next lesson?

Did it give you some ideas for planning with the teacher?

## SUMMARY

The tutor should understand that the evaluation of a lesson is as important a part of a lesson as are the goals and activities. Evaluation does not mean looking only at what the *student* did, but also at the tutor's activities to see what can be done to improve the next lesson. Then, too, an evaluation of the student's reactions to the lesson is necessary for planning future lessons. If there are skills that the student lacks that should have preceded this lesson, the teacher should know about them. In addition, if you feel the child needs more practice on activities similar to or the same as the activities in the lesson, the tutor and teacher could agree to continue similar activities the next tutoring session. A report form may be useful for recording or communicating information about student performance.

# UNIT VIII: READING INSTRUCTION PRACTICE

## OBJECTIVES

Part One:

1. The tutor will be able to list at least two activities that can be used to teach basic sight words.
2. The tutor will associate the term "basic sight word list" with a list of most commonly used words.
3. The tutor will be able to list at least two methods of association commonly used to help children remember sight words.

Handouts:
1. Simulation
2. Evaluation of Units VI, VII and VIII

***Introduction:***

Notes for the *trainer*.

I. Review the reading skills mentioned in Unit VI.

The three main categories of reading skills are word recognition skills, comprehension, and application or study skills.

II. Sight words:

A. Definition: The frequently read words that are recognized on sight are often referred to as "sight" words. Proficient readers have learned to recognize all but occasionally unfamiliar technical terms by sight. For example, you yourself rarely "sound out" a word.

B. Teaching sight words—rationale: Most beginning reading programs attempt to teach children to read some of the most common words on sight from the beginning. If a child attempted to analyze the sounds in every word he read, he would probably not understand what he read. What's more he would probably also be bored with reading. Another reason for teaching some sight words is that many of our words are not spelled as they sound, since our spoken language changes more rapidly than the written form. Many of the words in which spelling doesn't correspond with pronunciation are the ones which are most often used.

C. The Dolch List: Dr. E. M. Dolch has provided us with a word list which we call a "basic sight word list". Dr. Dolch compiled the list from reading materials. He tabulated the frequency of the words used in a number of books and other materials and selected the 220 most frequently used words. This is referred to as Dolch's Basic Vocabulary List. These words constitute a basic vocabulary that should be recognized on sight so that a child's reading can begin to become fluent. [The trainer may wish to provide the tutors with such a list to further their understanding of sight words.]

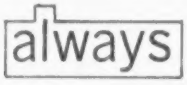
D. Some common techniques for teaching sight words.

1. Meaning
   Children learn to recognize sight words by associating the word with the meaning. Consequently, we usually introduce a new sight word in a sentence. Occasionally we play charades with them in combination with an action word by having the child act out the word.
2. Picture association
   Associating words with pictures is related to meaning association. Sometimes we use *word cards* with pictures to help the child remember words. These are shown to the child as flash cards. Variations of this include *work sheets* in which the child draws a picture to represent a word.

   Another game is a cover-up bingo-type card where the child matches a picture with a word. *Picture puzzles* are another activity that can be used.

| | | |
|---|---|---|
| car | walk | run |
| hat | all | come |
| house | go | red |

3. Sound association
   We have the child say the word to help him remember it
4. Configuration
   Sometimes a child remembers a word by looking at the shape of it. So we draw a line around the word to emphasize the shape:




5. Motor association, or word copying
   Children may be helped to remember words by having them copy a word. Then the tutor erases it to see if they can remember it.
6. Kinesthetic association
   For children who seem to have a lot of difficulty remembering words, we sometimes have the child write the word in crayon, then feel the texture with his finger. Felt, sandpaper, clay, fingerpaint, and sand are sometimes used in the same way.

There are many means to the same end. The six methods of teaching sight words sketched here show how important it is to involve as many of the child's senses as possible in the learning process. Some children learn best by listening, others by looking, writing or feeling, or by some combination of these. (If one method doesn't work, another may be used.)

## HANDOUT: Simulation

This lesson is intended for practice teaching, —either in role playing with a tutor acting as the student, or with a child.

***Simulation Lesson: Teaching sight words***

Objective:

Given one of the five sight words listed in today's lesson, the student will recognize and pronounce it after thirty seconds exposure.

| *Words:* | *Materials:* |
|---|---|
| only | 5 cards with new words printed on them |
| right | 5 blank cards (some extras) |
| their | marker or felt tip pen |
| when | poem about a Bear |
| they | pencil or crayon |

For the *tutor*—

Introducing the words:

"Today we are going to learn some new words and play a new word game. I have the words printed on these cards." Show the cards and pronounce the words. Have the child say the words. "Here is a poem that has all the words in it. Let me read it for you. It's called 'B' is for Bear".

I like
Bears
And Lions
All right
And
Especially
In their
Cages
But
I like bears
And lions
The most
When
They are only
Just on
Pages

(From *Sky Blue*—D.C. Heath and Co. Publishers)

"Let's see if you have sharp eyes: Read the poem with me now and see if you can find the new words on these cards. When you find them, draw a circle around them." (Read poem together and stop for child to circle the five words.)

"We need pairs of cards to play this concentration game together. So we'll play a little memory game while you make cards just like the ones I made. I will show you the card for just a few seconds. Then I will hide it while you see if you can print the word on an empty card from memory." Show the card. Pronounce the word. Then hide it. The child writes the word. Then check it with the card to see if he wrote it correctly.

Practice activity:

Shuffle the ten cards and place them in two rows face down on the table. Players take turns turning up a pair of cards to try to get a match. As he turns the cards over, he pronounces the words. If the player makes a match he has a trick. If not, he turns the cards back face down in the same position. Player with the most pairs wins. Either the tutor or the child may keep the cards. They may be added to other sets of similar sight word cards the child makes in future lessons and the game may be played with a bigger deck, if the child appears to enjoy it.

Variations:

Other word games can be made, such as a race track with words around the track. Dice or a spinner can be used for moves. First one around the track wins. Commercial bingo games are available from Garrard Press with all the Dolch sight words in several sets.

Evaluation:

If the child didn't learn all the words, some of the other methods suggested may be added. It would be a good idea to check at the next tutoring session to see whether the student remembers them.

***Discussion Questions:***

Ask the tutors to *identify* problems they may have had with the lesson.

1. Were the goals met? (if actually teaching)
2. Were directions understood?
3. Do you think it is important to think about what you're going to do before you do it?
4. Was the student interested?
5. Did you remember to praise the student?
6. If the lesson wasn't successful, do you know why?

7. If the lesson was successful, do you know why?

Peers can provide evaluation in role playing situations.

## SUMMARY

One of the important word recognition skills is learning to recognize common words by sight. The Dolch list provides a good basic list of words for teaching the poor reader to recognize some words instantly. There are several different methods used to help a child remember words. These include association with:

1. meaning clues
2. pictures
3. shape of the word
4. pronounciation
5. copying or feeling the word in textured form (motor or kinesthetic association)

Activities to teach sight words can often include games which are more fun than drill with word cards. Games help capture and hold the child's attention while he learns desired skills.

[Note to the trainer: Evaluation forms are provided for you as feedback in order for you to see how the lessons are being received by tutors. If you feel that tutors may be intimidated by some factual questions—like the ones following units IV, V, and VI—you might suggest that tutors *not* put their names on evaluation sheets. Names are not needed for your purposes.]

## EVALUATION OF UNITS VI, VII and VIII

Cross out the one that does *not* belong:

1. The three main categories of a lesson plan include:
   a. word recognition
   b. comprehension skills
   c. picture association
   d. study skills (using reading)
2. Some ways of recognizing words are:
   a. memory of sight words
   b. saying words aloud
   c. sounding out (using phonics)
3. Important parts of any lesson plan are:
   a. work books
   b. goals or objectives
   c. practice activity
   d. introduction
4. Behaviors by tutors that will contribute to successful learning experiences for the students are:
   a. understanding goals
   b. interest and enthusiasm
   c. willingness to cooperate with the student
   d. praising successes by the student
5. The Dolch sight word list is a:
   a. list of frequently used words
   b. a list of words in braille for blind
   c. a basic word list to know on sight
6. Activities that may be used to teach sight words could include:
   a. matching words and pictures
   b. playing bingo with words
   c. having students learn sound of letter
7. Some methods to help children remember words include:
   a. copying words
   b. getting the meaning in a sentence
   c. eating fish
   d. pronouncing words

## REPEAT OF UNIT VIII

### OBJECTIVES

[The trainer may find it desirable to conduct a second practice session on Instruction.]

Reading Instruction Practice

1. The tutor will be able to list at least three common endings which change word meaning.
2. The tutor will be able to list at least two activities for helping a child to recognize a word containing such an ending.
3. The tutor will be able to teach one lesson designed to teach a child to recognize these endings.

***Introduction:***

One of the important subskills involved in recognizing words is that of knowing inflectional endings. An inflectional ending is an ending which changes the grammatical form of the root word. Grammatical forms may involve number, tense, mood, case, etc. Some common endings are: -s, -es (plurals), -ed, -ing, -er, -est. The child who is not thoroughly familiar with word endings and how they are used may not recognize the word "boys"—even when he knows the word "boy"; nor will he know "walked" though he does know "walk."

The process of recognizing a word containing such an ending involves looking at the word, separating the "root" word from its ending (visual analysis), and putting it back together. Knowing the parts of the word enables the reader to recognize the entire word. "Root" or "stem" is a term which describes the word base which is modified by adding inflectional endings. These endings do not always sound the same. For instance, some plurals are pronounced like "z" and some "-ed's" are pronounced like "t". In some dialects these endings are dropped altogether or altered, such as "runnin'," etc. We prefer to teach a child to recognize the word with the ending, but not to alter his pronunciation of it. A child in grade school is not concerned with changing his speech patterns, and we would prefer *not to be critical of the child's speech* since we are interested in providing successful learning experiences.

Here are some word structure elements commonly taught. As a child analyzes a word, he is taught to identify *first* the largest parts of the word that he recognizes. These are some of the parts he should identify:

| Words in a compound word | Stem or root | Inflectional endings | Prefixes | Suffixes | Contractions | Possessives |
|---|---|---|---|---|---|---|
| fire man | do | dog/s | dis/prove | help/less | didn't | John's hat |
| snow man | re do able | box/es | re/turn | hard/ly | won't | |
| some thing | | walk/ed | | | | |
| *Syllables* | | | | | | |
| lit/tle | | walk/ing | | | | |
| sur/prise | | small/er | | | | |
| | | small/est | | | | |

## SIMULATION LESSON

Objective:

Given a known root word combined with a common inflectional ending, the student will recognize and pronounce the word.

Introduction to the lesson:

Place these sentences on the blackboard or a sheet of paper for the child to read.

| | |
|---|---|
| painting | Jack_____the dog house. |
| painted | Mr. Jones will_____his house. |
| paint | Mary is_____a picture. |

Taking one sentence at a time ask the child to help you select the one that should complete the sentence. Ask him if he has used these words before.

What has been added to "paint" to make "painted"?

What to make "painting"?

Do these exercises together the same way:

| | | |
|---|---|---|
| 1. | stop | The bus is _____ for the train. |
| | stopped | The bus _____ at each street. |
| | stopping | _____ look and listen before you cross the street. |
| 2. | jump | Jack _____ over the candlestick. |
| | jumped | The cow will _____ over moon. |
| | jumping | The grasshopper is _____ for joy. |
| 3. | help | "_____", cried the drowning man! |
| | helped | The boys _____ him out of the water. |
| | helping | Thanks for _____, said the man. |

Practice activity

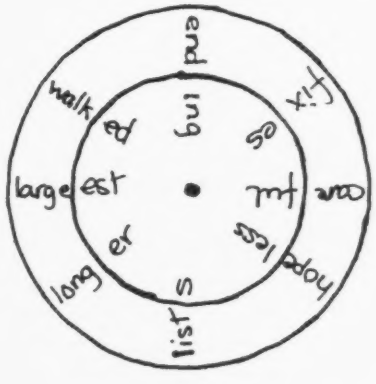
Materials:

Cards with the following words in sets of four:

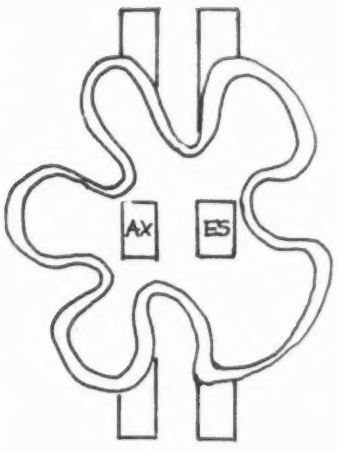
| | | | | |
|---|---|---|---|---|
| | call | calls | called | calling |
| jump i.e. | call | calls | called | calling |
| help | | | | |

| | | | | |
|---|---|---|---|---|
| walk | walk | walks | walked | walking |
| call | | | | |
| stop | | | | |
| plant | | | | |
| pull | | | | |
| lift | | | | |
| paint | | | | |

A game like authors can be played with the cards. Cards are dealt five to each player. The remaining cards are left face down on table. Players take turns drawing from the draw pile and discarding at each turn. Players may put down groups of three or four words with same stem, pronouncing them as played. A player may play a single card if it completes his book or his opponents' book. First player to go out (play all his cards) wins the game. Other activities include using word wheels—made with two circles of construction paper or tag board fastened with a brad. The root word is placed in the middle ending on outer circle.



Word cards that fold back for practice activity.




Two strips of paper pass through two sets of slits—pairing and making words.

## EVALUATION

The best evaluation of this kind of exercise is to give the child a passage to read that contains the inflectional endings in order to see if he is able to use this skill in context. For example, "Little Billy Goat Gruff started over the bridge. Who is that walking on my bridge! said the troll."

***Discussion Questions:***

Discussion should involve evaluation of the lseson:

1. Was the tutor enthusiastic?
2. Did he have goals well in mind?
3. Were the materials prepared and ready?
4. Did he praise the student for his work?
5. Was the lesson successful in terms of meeting the goal?
6. If not, do you know why? Did student have prerequisite skills?
7. Should more practice on this skill be provided?

## SUMMARY—BY TRAINER

Analysis of words for word recognition involves identifying first the largest parts of the words that the student knows, and then putting the parts together. This may involve identifying syllables, or it may involve the identification of a whole word to which another word has been added, as in "mail box," or a whole word that has an inflectional ending, prefix or suffix. Teaching inflectional endings is sometimes passed over since the teacher more or less takes for granted that a simple skill like this will be automatic. This is not so in most cases. Many word identification problems can be traced to lack of skills in visual analysis of these common word parts.

# UNIT IX: PREREADING ACTIVITIES

## OBJECTIVES

1. The tutor will have an understanding of what "reading readiness" means.
2. The tutor will have an understanding of what the prereading skills are and how to teach them.

Handouts:
1. List of prereading skills
2. Simulations 1 and 2

***Introduction***

Suggestions for introductory remarks by the trainer:

The first thing that a tutor needs to know about reading readiness is that learning to read is a difficult task. The child needs a number of skills and attitudes before he learns to read. During the first stages of reading instruction, it is necessary to determine the extent to which the child has mastered or acquired these skills and attitudes. Put in other words, is the child ready to learn to read? Generally, most children must be channeled through a series of language and reading readiness objectives before they are ready for reading instruction.

I. Misconceptions about Reading Readiness

Regarding reading readiness, educators take varied positions. It should be pointed out, however, that current evidence refutes many of the arguments for postponing reading instruction because the child is not "ready" to learn to read. For example:

A. No precise chronological age assures success in learning to read.

B. No mental age or I.Q. assures success in learning to read.

C. There is no basis for demanding that a child have a "phonics" background before he learns to read.

D. There is no evidence assuring that the acquisition of a certain number of sight words is necessary before reading instruction begins.

II. Prereading Activities

Reading readiness and reading are continuous processes. There is no point at which one ends and the other begins. Every child is ready to learn or acquire some part of the reading skill. The tutor's job is to diagnose the skills the child has already acquired and to set the appropriate reading readiness or reading objectives for the child.

## HANDOUT: Prereading Skills

The following list is representative of the skills and attitudes which eventually lead to the acquisition of reading. The list is not definitive. Moreover, many of the skills are only associated with readiness for reading. Many of them may not be necessary.

[This list should be passed out and discussed with the class.]

III. Visual Discrimination

A. The child is able to see simple likenesses and differences in shapes, colors and objects.

1. Knows differences
2. Knows likenesses
3. Discriminates between differences and likenesses

B. The child distinguishes letters from all other forms.

C. The child distinguishes words from all other forms.

D. The child distinguishes among words in the following ways:

1. First letters
2. Last letters
3. Letter order
4. Whole words

IV. Auditory Discrimination

A. The child distinguishes familiar sounds.

B. The child distinguishes letter sounds.

1. Beginning of words
2. Ending of words

V. Directions

A. The child is able to follow simple directions.

1. Directed to him, "Tommy, go to the closet and get three pencils."
2. Directed to a group of which he is a part, "Class, open your books to page nine."

B. The child is able to follow a series of directions involving two or more steps.

1. Individual: "Jane, get the blue book and take it to Mrs. Jones' room."
2. Group: "All the boys go to the school office, get the juice and cookies from Mrs. Anderson, and bring them back here."

C. The child is able to retain directions over a long period of time.

VI. Being Read To

A. The child comes readily to reading class.

B. The child listens to stories with and without pictures.

C. The child asks to be read to.

D. The child listens to stories of varied lengths.

E. The child uses a book to retell a story.

VII. Handling books

A. The child knows a book is to read.

B. The child knows he should not tear the pages or scribble in the book, even though he may accidentally rip a page.

C. The child holds a book correctly.

D. The child knows where the beginning of a book is.

E. The child knows where the ending of a book is.

F. The child knows where the title of a book is.

G. The child turns the pages of a book correctly (right-to-left and one at a time).

H. The child knows where the top of a book is.

I. The child knows where the bottom of a book is.

J. The child knows that a line of print is read left-to-right.

K. The child observes the relationship between pictures and print.

VIII. Attempts to Read

A. The child responds to the pictures in a book.

B. The child is able to "read" (tell) stories from pictures in a book.

1. Familiar book
2. Unfamiliar book

C. The child "pretends" to read from a book.

D. The child learns letters.

1. Sound (upper and lower case)
2. Names (upper and lower case)

E. The child learns words.

F. The child asks for help in reading.

G. The child reads whenever asked to.

H. The child resists interruptions during reading activities.

I. The child helps others read.

In addition to the above areas, the child's learning is facilitated if he demonstrates satisfactory functioning in the physical, mental, so-

cial, and language areas, and if he has had a satisfactory experience background.

Listed below are a number of characteristics which the tutor might utilize as guides in observing children prior to reading instruction.

IX. Physical Functioning
- A. Has adequate vision
- B. Has adequate hearing
- C. Has adequate vitality and energy
- D. Has good general health
- E. Has adequate motor coordination
- F. Shows consistent use of one hand and has not changed from left-handedness to right-handedness

X. Mental Functioning
- A. Shows ability to learn
- B. Shows ability to follow directions
- C. Shows ability to observe
- D. Shows ability to remember
- E. Shows ability to reason
- F. Shows adequate attention span
- G. Shows curiosity and interest
- H. Shows interest in books and learning to read

XI. Social Functioning
- A. Gets along with other children
- B. Can adapt to group activities
- C. Responds well to group controls
- D. Participates actively in group projects
- E. Is satisfied with reasonable amount of attention
- F. Can perform usual classroom routines

XII. Emotional Functioning
- A. Is emotionally well controlled for age
- B. Is relatively free of nervous habits
- C. Shows sufficient personal independence
- D. Usually works with confidence
- E. Usually seems happy
- F. Shows relative freedom from hyperactivity

XIII. Language and Speech
- A. Speaks clearly
- B. Has English-speaking background
- C. Has adequate vocabulary
- D. Expresses his ideas adequately

XIV. Experience Background
- A. Has had many opportunities to go places, see things, discuss
- B. Has had many experiences with pictures, books, stories
- C. Has had many experiences in expressional activities—painting, clay or dramatics, etc.
- D. Has had kindergarten experience

To the tutor: In the event that you note lack of significant mastery in many of these areas, a conference with the child's teacher is essential. You should make a list of such areas of need, perhaps using the categories in this list, and discuss them, one by one, with the teacher. The two of you will be able to plan a strategy for supplying remedial work in prereading skills.

## HANDOUT: Simulation One

Pass the following activities out to the class. Then have each member develop an activity and teach it to the rest of the class.

1. *Rhyming from pictures:* You show a picture of an object and the class gives all the words they can that rhyme with it. (Auditory-discrimination)

2. *Symbols:* The class is to match symbols. These are such things as blue stars, red circles, purple hexagons, yellow squares, green triangles, and orange crescents. (Visual discrimination)

3. *Letter Game:* The class is given sheets prepared with short rows of lower case and capital letters. The class is then instructed to put a circle around the big letters, or the small letters.

Example — *AAaa aaaA AA*
*CCCcc ccC CcC*

4. *Finding Missing Parts:* Your materials are old readers, magazines, or newspapers. Cut parts of pictures off and have the children name the missing parts. Example: cut off the tail of an animal. (Visual discrimination)

5. *Tapping game:* Children listen while you tap out a series on the desk or blackboard and then try to repeat it if they are called on. (Auditory discrimination and memory)

6. *Sounds Round About:* Have a class close their eyes and listen to the sounds and remember them. After 30 seconds or so the children may report someone coughing, a child on the playground, a truck going by, etc. Encourage them to remember as many sounds as possible and try to locate them.

7. *Guessing opposites and seeing relationships:* With a small group you may say such things as:

Candy is sweet but pickles are _____?
An airplane is fast but a horse is _____?
The sky is above, the ground is _____?

8. *Storytelling:* Round Robin—The children sit around in a circle. The teacher starts off by saying something like this: "Once there was a little boy." Individual children are called on, each to make up a sentence until a story is completed. (Concept building)

9. *Seeing and Drawing:* Draw a large symbol on the blackboard. Choose something which is reproduced easily. Let the children look at it for about 10 seconds; then cover or erase the symbol. Ask the children to reproduce it as accurately as possible. (Visual discrimination)

10. *Guessing Game:* Line up a series of objects, pictures, or toys on the floor. Ask the children to look carefully at all objects. Then tell them to close their eyes while you or a child removes one of the objects. Then ask the children to try to guess what is missing. You can use the same game but move the objects around in different order and have the children put them back in proper left to right order. (Visual discrimination)

11. *Supplying Endings:* You may read three or four lines of a story unknown to the children, who then supply endings to the story. These may be your own original stories or they may actually be stories you will read at a later time. (Develop language abilities, habits of working in a group and interpretive skills.)

12. *Policeman and Lost Child:* One child is chosen to be the policeman. The teacher or a mature child describes someone in the group who is "lost" and the policeman "finds" him. The found child then becomes the policeman. (Interpretation and deduction)

13. *Puzzles:* Ordinary dime-store cardboard puzzles may be used to develop readiness. Puzzle pieces may be marked with numbers, letters of the alphabet, or simple words and the place where the piece belongs should be marked the same. Children enjoy matching these. (Matching and fine muscle coordination)

14. *Trip to the Store:* One child begins by saying he went to the store (any kind of store) to buy something, such as cake. The next child repeats the sentence and adds another item, "I went to the store and bought cake and bread." The next child repeats what has already been said and adds another item. Children vary in their ability to recall, but many are able to repeat six or eight items from memory.

15. *Find the missing color:* Crayons, paints or paper of various colors are placed in a row. Children study them. One child covers his eyes while one color is removed. The child uncovers his eyes and tells the missing color. Difficulty may be increased by removing more than one color if the children know their colors and are rather mature.

16. Place several small familiar objects on a table and cover them with a cloth or piece of paper. Remove the cover, exposing the objects for a few seconds. Replace the cover and ask the children to name as many objects as they can recall. Gradually increase the number of objects exposed.

17. Expose a simple pattern for a few seconds, remove it and have the children draw it from memory.

18. Expose a picture containing a number of items. Remove it and have children tell as many things as they remember seeing.

19. Describe some object and have the children guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes," for example. Encourage children to try to visualize the object while it is being described. Describe the clothes and appearance of some child until the children can guess who is being described.

20. *Clapping game:* Have one child leave the group and give another child some object like a doll's shoe. The child can sit on the object, thus keeping it out of sight. When the first child returns to the group, children indicate whether he is "hot" by loud clapping or "cold" by soft clapping. The child guesses who has the shoe.

21. Use a drum, triangle, bells, a glass, two pieces of paper and have children become familiar with different noises. Then have a child face away and see if he can recognize the different sounds.

22. Teach the children the rhythm of various activities, such as: jumping, skipping, hopping, walking, running. Have them guess what a child is doing from the sound they hear. One child could perform while the others have their eyes closed.

23. Have the children listen for words that rhyme. They can at times be asked to supply the missing word in a poem or jingle as:

Little Jack Horner
Sat in a _____.

24. Let them guess riddles, such as: "I'm thinking of something that sounds like *Room.*" (or, "sounds like *fall.*") (broom or ball)

25. Ask the children to think of words that begin with certain sounds: such as "m" (mother) or "f" (fish).

26. Children enjoy catching the teacher in a mistake, like:

Little Miss Muffet
Sat on a stool.

## HANDOUT: Simulation Two

Pass out the following finger-play activities and have members of the class engage the rest of the class in the activity.
[N.B. Trainer must know how games are played.]

1. Here's a ball
   And here's a ball
   And a great big ball I see
   Shall we count them? Are you ready?
   One, Two, Three.
2. Sometimes I am tall,
   Sometimes I am small,
   Sometimes I am very, very tall,
   Sometimes I am very, very small,
   Sometimes small, sometimes tall,
   Guess how I am now.
3. Father and mother and children three
   Living in a house we see
   All as busy as bees
   For they are the finger family.
   Father plays the violin,
   Mother plays the flute,
   Little Billy plays the horn
   Toot, Toot, Toot.
4. Five little squirrels sat in a tree.
   Said the first little squirrel,
   "What do I see?"
   Said the second little squirrel,
   "I see a gun."
   Said the third little squirrel,
   "Let's hide in the shade!"
   Said the fifth little squirrel,
   "I'm not afraid!"
   When bang! went the gun
   And how those squirrels did run!
5. Here's a nest for Robin Redbreast,
   Here's a hive for the Busy Bee,
   Here is a hole for Jack Rabbit,
   And here is a house for me.
6. Leaves are floating softly down,
   They make a carpet on the ground.
   They swish, the wind comes whistling by
   And sends them dancing to the sky.
7. Two little dicky birds sitting on a wall,
   One named Peter and the other named Paul,
   Fly away, Peter,
   Fly away, Paul,
   Come back Peter,
   Come back Paul.
8. Let's roll our hands,
   And roll our hands,
   And give our hands a clap.
   And roll our hands,
   And roll our hands,
   And fold them in our laps.

## SUMMARY

The primary consideration here is that the tutor realize that some children may need many skills to help them read. Before they can interpret the symbols that they see on paper, they often need practice in the prerequisite skills, called readiness skills.

## UNIT X: LANGUAGE EXPERIENCE ACTIVITIES

### OBJECTIVES

1. The tutor will be able to name at least three activities used to teach reading with experience stories.
2. The tutor will be able to teach at least one lesson using the language experience approach to reading.

Handouts:
1. Simulation: lesson plan
2. Evaluation

***Introduction***

Learning to read through the child's own experiences.

A. Rationale:

The language experience approach to reading attempts to bring reading and other communication skills together in instruction. It makes possible the use of the child's own experience background in his reading development. These experiences are an important part of a successful reading program.

B. Advantages of learning to read through language experience activities:

1. Every child comes to school with a spoken language that he has learned for the purposes of communication.

2. To some extent the child can already express himself in picture form.

3. What he writes he can read. (Someone may be needed to write the words, but he can read them back.)

4. The material the child writes will be in his language, not "book talk," which is at best artificial, and may even be another dialect.

5. The child will understand the concepts contained in the material he has composed. In other words, he will have the background experience necessary to understand the material, which is often not true of the material in basal reader series.

6. The child experiences the thrill of seeing his own words in print.

7. The child can learn to symbolize each sound as he writes rather than assigning a sound to a symbol.

8. He learns that reading is understanding and interpreting the ideas of the author.

9. He learns that reading is *not* saying words, but rather expressing a thought. Reading is *not* only working through a sentence with word analysis, but rather relating a passage to express an idea.

C. Some examples of language experience activities:

Some of the kinds of activities a child does with his experiences may include:

1. Painting a picture of something he saw or fantasized and writing a story about it. The story could be only one sentence, either written or dictated by the child.

2. Taking pictures with a camera and writing about them.

3. Cutting pictures from magazines to write about.

4. Writing about a collection of leaves, stones, shells, seeds, butterflies, etc.

5. Drawing a series of pictures to form a television show, a movie, a comic strip.

6. Writing directions for making a model, playing a game, or cooking.

7. Writing jokes and riddles.

8. Describing an event like a basketball game.

9. Writing letters to friends.

10. Using an experience story chart for word identification.

Of course, all of these things should be read by the child or the class. They may be made into books or displays that others can read, too. Children will enjoy having the tutor write simple messages that are for him to read, as well.

## HANDOUT: Simulation

***Lesson Plan:***

(for practice by the tutor—either with another tutor or with a child)

Objective:

1. The child will be able to recall and list in sequence the events of a story read to him by the tutor after the story is completed.

2. The child will be able to read the descriptions of pictures of events he has written and match them with the pictures.

*Materials:*

A book with story
Paper for drawing (5 sheets)
Strips for narration
Pencil and marker
Paste
Tape
Crayons

Introduction by the *tutor*:

The tutor reads a story to the child. For a young child, third grade or under—*Three Billy Goats Gruff* or *The Little Red Hen* are suitable. For a slightly older one, *Jack in the Beanstalk* (4th), *Ali Babi and the Forty Thieves* (5th-6th), etc. would be more appropriate. After the story is read, ask the child to tell you the story as it happened. Help him if he forgets. Then ask him to sketch four or five pictures to represent the story in sequence. The pictures can be painted or colored later if there isn't time during the tutoring session. After the child has sketched the pictures, have him describe what happened in the scene he has pictured. Then the tutor writes a short description on a strip—one or two sentences each picture.

Practice activity:

The child takes the strips he has dictated to the tutor, reads the narration and matches it with one of the illustrations he has drawn. The pictures are taped together to form a movie or television show. He should read it again in sequence after it is put together. Later he can read the story as he wrote it to his class.

Variations:

The same kind of format can be used for a story based on a child's experience or a fantasy story. For example he may picture events in his school day or a typical Saturday, the development of a butterfly or a pollywog, or steps involved in a science experiment.

As the child becomes more proficient in writing he could write a play or puppet show. This can be dictated into a tape recorder for you to transcribe later if the writing slows you both down too much.

***Evaluation of the lesson:***

Was the child able to recall events in sequence? Does he need more practice?

Could he describe the events coherently—in sentence form?

Did he know the vocabulary he used well enough to read it? With what common words did you need to help him? List them.

***Discussion Questions:***

(For the trainer to use in group discussion. Questions are addressed to tutors)

1. Did you find a language experience activity difficult to teach?
2. Did you feel you accomplished the objectives of the lesson?
3. Did the student seem to enjoy the activity in the lesson?
4. Did you evaluate the activity?
5. Did the student seem to feel he had done well? Did you tell him that he did?
6. What are some possible difficulties in using language-experience activities?

## SUMMARY

Use of the child's experiences and or writing as his reading material helps solve the problem of differences in language; for example, the variation between conversational and artificial book language and language difficulties due to differences in dialects. Use of the child's experience stories assures that the child's reading material contains words or concepts that he understands. Another advantage to writing about experiences is that the child practices other communicating skills while he is learning to read. One of the drawbacks may be that there may be a lot of written words the child doesn't know since the material he writes is not limited in vocabulary as a basal reader is. Teachers who use language experience stories do not limit children to reading only their own stories. A child will want to read some things that other authors write in addition to reading his own writing, of course.

# UNIT XI: QUESTIONING TECHNIQUES

## OBJECTIVES

1. The tutor will be able to choose from a list of questions in a basal reader the type of question that calls for a factual response.
2. The tutor will be able to choose from a list of questions in a reader those that ask the student to interpret or to react to materials.
3. The tutor will be able to choose from a list of questions those that stimulate divergent answers.

Handouts:
1. Outline of Question Types
2. Practice Exercise

***Introduction***

Teachers have traditionally used questions to find out what the student has learned in reading in order to determine whether the student has understood what he has read. Many good teachers are aware that the kind of questions asked of the student determine to a great extent the depth of his understanding. Some questions inspire students to develop habits of thinking for themselves, evaluating material and learning to apply what they read to their own experiences. Others call for mere memory of the facts contained in an article or a book.

Questions may be asked before the child begins to read to give him a purpose for reading. They can also be asked while he is reading to help him focus his attention on important details or even to help him identify an unfamiliar word. For example, the child reads "The pretty _____." The tutor might ask, "The pretty what? What is pretty that begins with *h*?" Sometimes we give a child a question after he has read a selection and ask him to find the sentence that answers this question. Sometimes we ask questions that call for the student to apply what he has learned. (i.e., Carbon monoxide fumes are injurious to our lungs. What does this mean to us?) Occasionally we might ask a student whether a story or article represents truth or fantasy. Is it real or imaginary? Does it represent facts or opinions? Questions can guide a child's reading and stimulate him to think not only about what he is reading but beyond the page as well.

| GROUP | QUESTION CALLS FOR: | EXAMPLES |
|---|---|---|
| A | MEMORY AND FACTUAL RECALL<br>1. Grasp of ideas<br>2. Can be asked before, during or after reading | 1. Who went on the picnic?<br>2. Where was the picnic?<br>3. What did the boys do when it started to rain?<br>4. When did the boys go home? |
| B | (The questions in categories B, C, & D are broad questions. They are usually asked after reading.)<br>REACTION TO MATERIAL<br>1. Interpretation<br>2. Explanation<br>3. Comparison | 1. Can you explain why Jack's mother was angry when he got home?<br>2. Compare Jack's reaction to Fred's when they realized they were lost.<br>3. Why didn't the boys light matches to see where they were in the dark? |
| C | PRODUCTION OF IDEAS<br>1. Formation of hypotheses<br>2. Prediction of events | 1. How do you think Jack felt the next day?<br>2. What other possible routes might the boys have taken when they realized they were lost?<br>3. What might have happened if the farmer hadn't seen their signal? |
| D | EVALUATION | 1. Was this story realistic?<br>2. Do you think it was a true story, or did the author make it up? |

## SIMULATION

The simulation for this unit has two parts. The first is an exercise in classifying questions in two broad categories. These are factual questions and questions that call for the reader to react, to produce his own ideas or to evaluate and apply concepts gained from his reading. *Copies of readers,* etc. *containing questions* are needed for this exercise.

The second part of the simulation involves practice in asking narrow and broad questions and gives the tutor an opportunity to experience the feeling of restriction that narrow questions can give the responder.

*Part 1*

To the tutor: Examine questions from teachers' editions of basal readers or from other reading exercises. Classify them according to narrow or broad categories. (Some children's texts are needed for this exercise.)

*Narrow questions*
Who, what, where, when

*Broad questions*
Why, explain, compare, how do you think, etc.

For what purposes are narrow questions used? How are broad ones used?

*Part 2: Practice Exercise*
*Directions to Trainer for Questioning Practice Session*

Divide the class of trainees into teams of three. Each person will perform the functions of questioner, responder and observer in turn. The participants may choose any subject they wish in the event that the suggested topics are not of interest to them. The function of the observer is to try to keep the questioner asking

questions at the level called for by the directions for each round.

A. Round 1
   1. 5 minutes
   2. Questions from group A: narrow and factual
   3. Suggested topic: planning menus for a family of 5

B. Round 2
   1. Change roles within team
   2. 5 minutes
   3. Questioner begins with narrow group A questions and switches to broader ones
   4. Suggested topic: the first landing on the moon

C. Round 3
   1. Change roles within team
   2. 5 minutes
   3. Begin with broad, group D questions and work down to narrow, group A questions

***Discussion Questions:***

1. What kinds of answers did you get from your responder in round one?

2. How did the answers you received in round two change? How did the responder feel?

3. How did the responder feel in the last round as the questions became narrower?

## SUMMARY

The questioning exercise should have given the tutor a feeling for the effect that different techniques have on the students' thinking. Broad questions which call for the student to react to materials and to produce some ideas of his own related to his reading require a greater involvement of the student in his reading than do factual questions. These are the "who," "what," "where" questions which are most often asked, but which do not stimulate students to think for themselves, nor give learners an opportunity to express their own ideas. Factual questions are occasionally useful but should not be used exclusively. Stimulating questions usually make for a stimulated learner.

# UNIT XII: READING IN THE CONTENT AREAS

## OBJECTIVES

1. The tutor will be able to list at least four special skills needed for reading in subject areas.
2. The tutor will be prepared to instruct a student in at least one study skill.
3. The tutor can list the steps involved in planning or teaching a lesson.

Handouts:
1. Sample exercises
2. Simulation

***Introduction***

I. Purposes for Reading

We read different sorts of material for different purposes. These purposes require us to apply different reading skills to the kinds of material we choose. We generally pick up a novel for recreational reading, and we approach it in a different manner than we would a news editorial or a science text. Reading the science text demands close attention to factual detail and a high degree of comprehension of specialized vocabulary. The novel will not include words like photosynthesis, phenylalanine, and deoxyribonucleic acid, but a biology student must have instant grasp of these polysyllables. The newspaper, on the other hand, requires selective skimming. Productive use of the telephone book needs yet another sort of skill, that of isolating the area of interest and discarding information that is not needed.

II. Special skills needed for subject areas

Just as we use many reading skills in our daily living, so the child must learn special skills in order to do his subject assignments, or some research on a topic that is part of his schoolwork. Each kind of material has its own body of *concepts* and a *vocabulary* of its own, just as cooking or biology or the sports section of the newspaper does.

In addition to the specialized vocabularies and concepts that are unique to a specific subject area, there are *special study skills* that can be used in many areas. For instance, the student must learn to use indexes, to locate topics, to use card catalogues. All require the student to know how to find something listed in alphabetical order. After finding an article a student might skim it to get a general idea of it, or to answer specific questions. He may want to list the facts in the article. Perhaps he should organize the facts under general headings to form an outline. Locating information, evaluating and organizing it, and following directions are study skills necessary to all the content areas.

## HANDOUT: Sample Exercises in Content AREAS

These sample exercises illustrate exercises designed to develop special study skills needed by a student in his work in subject areas.
*Studying about Washington, D.C.*

A. Using the dictionary—learning vocabulary:

The following is a list of words you may need to know. See if you can find them in your dictionary.

building
office
capital
dome
court
senate

Questions to guide you in using the dictionary:

1. What will you need to look for first?
2. What second?
3. How can a "key word" help you?

Complete these sentences with one of the words on the list above:

1. Washington, D. C. is the _____ of the U.S.
2. The Capitol building has a lighted _____.
3. The men who serve in the _____ write laws for our country.
4. The Supreme _____ interprets the laws of our land.

B. Learning to use maps:

Look at a map of the United States.

1. Find Washington D.C. Find your city on the map.
2. What direction would you travel to get to Washington?
3. Will you cross any rivers? What are their names?
4. How far is it from where you live to Washington?
5. What state is the farthest away from Washington, D.C.?
6. Would you need to cross any mountains to get from Washington, D.C. to that state?
7. Would you need to cross any large bodies of water? If so, what?
8. What can you see from looking at the location of Washington, D.C. on the map that might give you some clues as to why it was chosen for a capital city?

C. Locating information:

How could you find the following information in an encyclopedia?

1. What topic would you look for?
2. Which volume will you select?
3. How can key words help you?

Questions to be answered from the encyclopedia:

1. Why is our capital named Washington?
2. What are the members of the Supreme Court called?
3. Why do we need both the Senate and the House to make laws?
4. Who was our second president?

*Note:* For locating specific facts we usually ask "who-or-what" type questions. Numbers 2 and 4 are examples of such "who-or-what" questions.

The other questions require the student to do some selecting and organizing of information.

D. Following Directions:

Make a map of your neighborhood and locate the school on your map. (Remember the top represents North, the bottom South, the left West and the right East.) Locate your friend's house and the nearest shopping area. Make a legend for your map.

Legend: = my house
= stores
= Tommy's house
= school

Put in the streets and the rivers, if any.
Locate lakes and/or ocean.
Helps—What do the directions ask you to do?
What will you do first? next?
Perhaps it would help to number the steps.
When you are finished, check to see if you have left out anything.

## HANDOUT: Simulation

Plan a lesson on one study skill in a particular subject area. These could include learning to locate information in dictionaries, encyclopedias or other reference materials, learning special vocabulary, following directions, organizing information, answering specific questions, reading maps, charts or graphs.

Suggestions for activities:

1. Planning a trip by using road maps, getting information on travel times, etc.
2. Finding information about space exploration
3. Studying about banks: checking accounts, savings, loans, etc.
4. Organizing information for a "fight pollution" campaign, including preserving wildlife
5. Telephone skills: using the directory, making emergency calls, finding area codes, etc.
6. Making house plans
7. Studying newspapers
8. Listing steps in a science experiment
9. Alphabetizing a list of titles or authors

[*N.B.:* Be sure to state your goal. How will you introduce the topic? What activity will the child perform? How will you know if the child has achieved his goal?]

***Discussion Questions:***

Discussion might include checking over the lesson plan to see if it contains all the elements that it should. Here are some questions to guide evaluation:

1. Is the goal stated in such a way that I know what the student should be able to do after the lesson is completed?
2. Have I listed materials?
3. Are directions for activity understood?
4. Is there some kind of introduction or explanation of the skill before the practice?
5. How will I know if the child achieved his goal?

## SUMMARY

Special skills are required of children when they are using their reading to complete assignments in the content areas. Each subject has its own unique vocabulary and concepts. Study skills such as learning to locate information in dictionaries, encyclopedias, and other reference materials, to evaluate and organize information, to read maps and graphs, and to follow directions can be developed that will enable the child to be a more successful student.

## TUTOR SELF-EVALUATION

How do I know if I have succeeded?
Checklist for tutor performance.
Checklist for learner performance.

Evaluation should be part of every meeting with the learner. Do you and the child feel successful? Are your techniques working? Are you achieving specific skills and attitude changes? You ought to ask those questions each time and your work will have a greater sense of direction and undoubtedly be more successful.

Do you prepare for the next meeting by asking yourself what you need to do in order to move your student toward his objective? If you are not making any progress, or are not getting along with the learner, do you discuss it with the program director or with the child's teacher so they can advise you or give you another assignment?

The important person is the learner. You want to have him develop a positive attitude about reading and you want to help him gain the skills he needs to read well. Whether or not you are succeeding depends on whether or not you are meeting specific objectives for the learner. Given a dozen words that he has to learn by breaking them into syllables, is he able to perform the task when he is finished with the lesson? Given your objective for him that he should show some enthusiasm for a short story, is there any evidence that he is interested and willing to try another short story?

Two evaluation checklists are provided below to guide you in assessing your work as a tutor of reading.

## EVALUATION OF THE LEARNER

This checksheet will serve as an evaluation of one lesson and a guide to planning for the next one.

Child's name _____ Tutor_____

Date _____ Time _____

1. Objective: (The purpose of this meeting was) _____

_____

2. Student reaction: (How did he respond?)

   Rate 1-4 (low to high)

   1. showed dislike
   2. did not respond
   3. responded without emotion
   4. responded enthusiastically

____ to purpose of lesson

____ to books and materials (describe) _____

_____

____ to procedures (describe) _____

_____

3. To what extent was the purpose (skill or attitude) achieved? What can he now do? _____

_____

_____

4. How can the next lesson be designed to improve his attitude or skill? _____

_____

_____

## WEEKLY EVALUATION OF TUTOR PERFORMANCE

Rate 1-4 (Low to high: 1 = low positive feeling; 4 = high positive feeling)

Preparation

____ There were specific objective(s) for the lesson.

____ There was a clear plan on how to carry out the lesson.

____ Materials were there and ready for use.

____ A variety of activities kept lesson moving.

____ I praised and encouraged the learner often.

____ I made notes on learner's responses.

____ I showed enthusiasm for our work.

____ I gave the learner a sense of his progress toward his goal.

____ I have a clearer sense of the next steps to take.

____ Total points. (As a record of progress you may want to compare totals and individual items from week to week.)

***What is success?***

Success in tutoring must be a summary of all the areas listed in this self-evaluation unit. You do not have to score high in every category each time you tutor a child. That is not likely to happen. The greatest weight, however, must be given to those questions concerning evidence of change in the learner. You may plan well, but if the learner does not respond, then something else has to be done to achieve the success that you are after.

U.S. GOVERNMENT PRINTING OFFICE: 1972 722-811/884 1-3